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ABSTRACT

This book is the first of four volumes in a directory of more than 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. This volume focuses on projects concerned with research, innovation, and evaluation divided into two broad discretionary programs: "Research and Innovation To Improve Services and Results for Children with Disabilities" and "Studies and Evaluations." The Research and Innovation program aims to produce, and advance the use of, knowledge to improve the services under the Individuals with Disabilities Education Act. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities and to provide early intervention services to infants and toddlers with or at risk for disabilities. Projects are grouped within the specific programs and competitions under which they were funded. The following information is provided for each listing: grant number; project title; project director; address and other contact information; beginning and ending dates; and an abstract presenting the project's intended purpose, method, and products. Four indexes are provided: a project director index; an organization index; a state index; and a subject index. (DB)

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DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS UNDER
THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2002

ED 475 029

RESEARCH, INNOVATION, AND EVALUATION

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DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS
UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2002

Research, Innovation, and Evaluation

Prepared by
Jeanne Glover, Judi DeCarme, and Ray Orkwis
The ERIC/OSEP Special Project
ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children

U.S. Department of Education
Office of Special Education Programs
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RESEARCH, INNOVATION, AND EVALUATION

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INTRODUCTION

This directory, which is presented in four separately published sections, describes over 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). Projects are grouped into four sections representing the seven program areas of IDEA, Part D:

1: **Research, Innovation, and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, Parent Information, and State Improvement** (which covers three programs: *Technical Assistance and Dissemination*; *Parent Training and Information*; and *State Improvement Grants)*

4: **Technology and Media Services**

This section of the directory, "Research, Innovation, and Evaluation," presents projects categorized in the following two discretionary programs: *Research and Innovation to Improve Services and Results for Children with Disabilities* and *Studies and Evaluations*. The Research and Innovation program aims to produce, and advance the use of, knowledge to improve the services provided under IDEA, including the practices of professionals and others involved in providing services to children with disabilities, and to improve educational results for children with disabilities. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities, and to provide early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

Within this section of the directory, the projects are grouped within the programs and competitions under which they were funded. Within each competition, the projects are arranged in order from the earliest to the most recent. Access to the project information is enhanced by several indexes, which include:

- Project Director Index
- Organization Index
- State Index
- Subject Index

The information in this directory is also available on the World Wide Web as a searchable database. It is located at: http://ericec.org/osep/search.html

RESEARCH AND INNOVATION

84.221A
NATIVE HAWAIIAN SPECIAL EDUCATION PROJECT

Grant Number: H221A000002

Pihana Na Mamo: The Native Hawaiian Special Education Project

Project Director: Lai, Morris K.; Kishi, Gloria
University of Hawaii
1776 University Ave.
Honolulu, HI 96822-2463
Voice: 808-956-7900; *Fax:* 808-956-9510
E-mail: lai@hawaii.edu; gloria_kishi@notes.k12.hi.us

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Ray Miner
Voice: 202-205-9805
E-mail: raymond.miner@ed.gov

Purpose: The project will continue to develop and expand its major components, which include the following: 1) Heluhelu: a direct instruction reading program targeting the development of key beginning reading skills in K-3 students and intensive interventions for upper elementary and secondary students falling below key reading benchmarks; 2) Kako'o: a pro-social and culturally appropriate support system for secondary students at-risk for school failure and drop-out; 3) Parent/Community Involvement: an outreach program to encourage and support the participation of parents and community members in the education of Hawaiian children and youth; and 4) curriculum and materials adaptations to meet the unique needs of Native Hawaiian students and their families.

Method: Key activities of the project include: 1) continued development of model reading and behavior support programs in project school sites; 2) ongoing delivery of staff development activities to support direct instruction reading programs and the use of pro-active, pro-social behavior supports; 3) development of parent/community linkages with schools; 4) adaptation of curriculum and materials that are culturally relevant to Native Hawaiian students and families; and 5) continued development and refinement of the project's data system on reading and behavior concerns.

Products: Overall expected outcomes and benefits of the project are: 1) improved reading scores of project students; 2) decreased school-wide referrals for disciplinary actions; 3) increased parental and community involvement and satisfaction with schools; 4) increased availability and use of culturally relevant materials and curricula; and 5) increased rate of graduation for project students. Persons benefiting from the project include: 1) over 5,000 students of Hawaiian and part-Hawaiian ancestry with special needs; 2) 500 regular and special education teachers each year; 3) 50 administrators; and 4) over 1,000 parents and community members each year.

84.324A
POSTSECONDARY EDUCATION PROGRAMS FOR INDIVIDUALS WHO ARE DEAF

Grant Number: H324A010001

Western Regional Outreach Center and Consortia

Project Director: Pearson, Merri C.
California State University - Northridge
The University Corporation
18111 Nordhoff St.
Northridge, CA 91330-8309
Voice: 818-677-2611; *Fax:* 818-677-4899
E-mail: merri.c.pearson@csun.edu
Website: http://wrocc.csun.edu

Beginning Date: 10/01/01
Ending Date: 6/30/06

OSEP Contact: Ramon Rodriguez
Voice: 202-205-8555
E-mail: ramon.rodriguez@ed.gov

Purpose: The Western Regional Outreach Center and Consortia (WROCC) will expand the array of educational opportunities within the region for students who are deaf. The project will collaborate with other grantees to operate a postsecondary education programs network for needs assessment, material development, technical assistance, outreach, information dissemination, and ongoing communication. WROCC will serve the states and territories of Alaska, American Samoa, Arizona, California, Colorado, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Northern Marianas Islands, Oregon, Utah, Washington, and Wyoming.

Method: WROCC will provide technical assistance to institutions to help them develop and improve services for educational access for deaf individuals. The project will use a consortia model, creating a partnership of institutions called hubs, which will serve their own areas. Each hub will have a unique field of expertise accessible throughout WROCC's region. The needs assessment, consultation, training, technical assistance, information dissemination, and materials and products developed by WROCC will serve to expand the educational opportunities available to students who are deaf.

Products: WROCC will establish and maintain the postsecondary education programs network resource center, a clearinghouse for program materials and products available nationwide. The center will operate a national interactive database of records and literature about deafness and the education of people who are deaf.

Grant Number: H324A010002

Northeast Technical Assistance Center

Project Director: Brooks, Dianne
Rochester Institute of Technology
National Technical Institute for the Deaf
1 Lomb Memorial Drive
Rochester, NY 14623-5603
Voice: 716-475-6433; *Fax:* 716-475-7660
E-mail: dkbnca@rit.edu
Website: http://netac.rit.edu

Beginning Date: 10/01/01
Ending Date: 6/30/06

OSEP Contact: Ramon Rodriguez
Voice: 202-205-8555
E-mail: ramon.rodriguez@ed.gov

Purpose: Through this project, the Northeast Technical Assistance Center (NETAC) will continue to work with postsecondary educational institutions in the northeastern United States to expand the array of postsecondary educational opportunities available and accessible to students who are deaf.

Method: NETAC will achieve its goals through the implementation of proven models, best practices, and innovative technology designed to meet the needs of target audiences. NETAC will work with institutions currently serving deaf and hard-of-hearing students to improve their programs. With institutions not currently serving those students, NETAC will work to develop programs collaboratively and in a cost-effective manner. It will provide consultation, training, and planning and development assistance to staff at postsecondary educational institutions to enhance access to programs and accommodation of individuals who are deaf and to improve students' basic skills before they matriculate in a postsecondary education environment.

Products: By using regional and national networks, NETAC will coordinate and collaborate on the improvement and development of outreach strategies and the dissemination of information about available opportunities and access services to individuals who are deaf. In providing support for institutions across the region, NETAC will create opportunities for sharing previously developed methodologies and research findings and it will continue to develop innovative means of ensuring accommodation and access and provide ongoing evaluation of new and existing programs and services.

Grant Number: H324A010003

Postsecondary Education Consortium: A Regional Center Serving the Southern Region Regarding Postsecondary Education for Individuals Who Are Deaf or Hard of Hearing

Project Director: Ashmore, Donnell
University of Tennessee
Center on Deafness
404 Andy Holt Tower
Knoxville, TN 37996
Voice: 865-974-0607; *Fax:* 865-974-3522
E-mail: dashmore@utk.edu

Beginning Date: 10/01/01
Ending Date: 6/30/06

OSEP Contact: Ramon Rodriguez
Voice: 202-205-8555
E-mail: ramon.rodriguez@ed.gov

Purpose: This project, the Postsecondary Education Consortium (PEC) at the University of Tennessee, will provide outreach and technical assistance services to secondary and postsecondary institutions, including academic, vocational, technical, continuing, and adult education programs, to expand and enhance educational and vocational training opportunities in the southern region for students who are deaf.

Method: In collaboration with postsecondary institutions across the region, the PEC will create opportunities for the sharing of previously developed methodologies and research findings, and the development of innovative means of ensuring accommodation and access to education for deaf and hard-of-hearing students. The PEC will conduct a needs assessment to determine the needs, directions, and innovations in effective service delivery. It will provide consultation and technical assistance to enhance and expand postsecondary education services. Training activities are intended to increase professional competencies and technical expertise to professionals at all types of postsecondary educational institutions. The project will collaborate with and coordinate services within the state, the region, and across the nation.

Products: The project is intended to have a significant impact on the range and quality of postsecondary education and support services available to students in the region. It will provide increased and updated resources for professionals and other stakeholders who work with students who are deaf or hard of hearing, through professional development activities and information dissemination at the local, state, regional, and national levels. It will increase collaboration and networking opportunities among groups at these levels, which will help provide increased access to postsecondary education and training with appropriate accommodations for students who are deaf or hard of hearing.

Grant Number: H324A010005

Midwest Center for Postsecondary Outreach

Project Director: Olson, Raymond C.
Saint Paul Technical College
Deaf Education Div.
235 Marshall Ave.
St. Paul, MN 55102-1807
Voice: 651-846-1327; *Fax:* 651-221-1339
E-mail: ray.olson@sptc.mnscu.edu
Website: http://www.mcpo.org

Beginning Date: 10/01/01
Ending Date: 6/30/06

OSEP Contact: Ramon Rodriguez
Voice: 202-205-8555
E-mail: ramon.rodriguez@ed.gov

Purpose: The Midwest Center for Postsecondary Outreach (MCPO) will increase and improve postsecondary educational opportunities for individuals who are deaf or hard of hearing in 12 midwestern states. The MCPO will provide technical assistance for postsecondary institutions to increase their capacity to attract and serve deaf or hard-of-hearing students.

Method: The MCPO incorporates five regional model elements into its program: a task force/advisory committee representing the expertise of the region and including consumers to determine their needs and provide input; a coordinating council of model programs and services in the region that provide outreach services and focus on areas of need; a scaffolding structure that includes a "train the trainer" model for ongoing human resources development; extensive use of technology that includes Websites, online training, chats, and numerous linkages; and best practices assistance and dissemination for curriculum development, support services, and legislative mandates. The MCPO will cooperate with participating secondary and postsecondary educational institutions within the region to develop outreach strategies and to disseminate information to individuals who are deaf to enhance their awareness of available opportunities, both within and outside the region.

Products: Outreach activities will include development of a manual describing a pre-college assessment program for individuals who are deaf, a Website for high school students and parents, and online training for secondary students. The project will also disseminate information about financial and other support resources available to students who are deaf and to postsecondary institutions to help them accommodate these students. Information will also be disseminated on proven models and other exemplary practices, including innovative technology, to

assist administrators, faculty, and staff in implementing effective and cost-effective service-delivery systems that foster integration of students who are deaf with other students.

84.324B
STUDENT-INITIATED RESEARCH PROJECTS

Grant Number: H324B020015

Exemplary Practices for Teaching Problem-Solving Skills via the Internet to Students Who Use Augmentative and Alternative Communication

Project Director: Light, Janice C.; McCarthy, John (Student)
Pennsylvania State University
Dept. of Communication Disorders
110 Moore Building
University Park, PA 16802
Voice: 814-863-2010; *Fax:* 814-863-3759
E-mail: jcl4@psu.edu

Beginning Date: 8/01/02
Ending Date: 7/31/03

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: In light of the significant need for problem-solving skills to empower students in transition planning and in their educational, vocational, and independent lives, this study will develop, implement, and evaluate an Internet-based problem-solving skills program for students who use augmentative and alternative communication (AAC).

Method: The study will employ a single-subject research design to evaluate the efficacy of the problem-solving process through relevant, education-based scenarios via an interactive Website. Students will complete probes of problem-solving skills during baseline (prior to instruction), during instruction, and post-instruction. Distance learning technologies will be employed to enhance learning experiences and to reach those individuals in rural areas or those from traditionally underrepresented groups.

Products: The program will empirically validate a meaningful and accessible way for students who use AAC to learn independent problem-solving skills. Dissemination materials will include strategies to foster independent problem-solving, a summary of the project with detail sufficient for replication, and ideas for incorporating problem-solving instruction into existing curricula.

Grant Number: H324B020025

A Comparative Analysis of Traditionally and Universally Designed Assessments through Statistical Analysis and Subject Reports

Project Director: Thurlow, Martha; Johnstone, Christopher (Student)
University of Minnesota
Inst. on Community Integration
350 Elliott Hall, 75 E. River Rd.
Minneapolis, MN 55455-0223
Voice: 612-624-4826; *Fax:* 612-624-0879
E-mail: thurl001@umn.edu

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project will employ the principles of universal design to assessment items to determine the efficacy of universal design in assessment. It will attempt to eliminate construct-irrelevant error in tests in order to get a more accurate measure of student performance. By eliminating superfluous, non-construct-relevant information and requirements, the universally designed test may not only be more accessible to students with disabilities, but may give a clearer picture of all students, especially those who do not qualify for special accommodations.

Method: Students will take a short portion of the regular version of the Comprehensive Test of Basic Skills (CTBS), and then take a universally designed version of the same test using counterbalanced methodology. Scores will be analyzed to determine if patterns of change are present in student populations. Students who have significant changes in their scores will be interviewed about their perceptions on both tests.

Products: Four groups of stakeholders potentially will be affected by this research. First, states will increase their knowledge of universal design as it relates to assessment programs. Second, assessment companies will gain greater awareness of universal design and its principles, and thus design assessments to meet the needs of their pluralistic consumers. Third, teachers will benefit by seeing demonstrations of the concept of universal design. Lastly, all students, including those with disabilities, will be encouraged to participate in accurate and fair assessment procedures. Findings from this project will be disseminated through a series of presentations, research papers, and reports.

Grant Number: H324B020030

Teaching Adolescents with Reading Difficulties: A Phonics-Based Approach

Project Director: Larsen, Lawrence A.; Hardiman, Mariale M. (Student)
Johns Hopkins University
Dept. of Special Education
100 Whitehead Hall
Baltimore, MD 21218-2696
Voice: 410-516-8275; *Fax:* 410-516-8424
E-mail: larryl@jhu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This study will address the efficacy of phonics instruction for adolescents with severe reading deficits.

Method: Using a pre-test/post-test control group design, the study will test the effects of The Roland Reading Method, an intensive phonics training, phonics drills, and comprehension strategies program. The effects of this method will be tested to determine if it will produce significantly better scores in reading rate, vocabulary, and comprehension than traditional remedial reading approaches.

Products: If this study demonstrates the effectiveness of the Roland Reading Method, the research results will be disseminated to educational researchers and practitioners via the submission of manuscripts to peer-reviewed journals and presentations at professional conferences, and to parents and the larger educational community through parent advocacy and tutoring organizations.

Grant Number: H324B020037

Students with Disabilities and High Stakes Testing: What Can They Tell Us?

Project Director: Hehir, Thomas; Katzman, Lauren (Student)
Harvard University
Graduate School of Education
Gutman 414
Cambridge, MA 02138
Voice: 617-496-8535
E-mail: thomas_hehir@harvard.edu

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: The issues that arise for disabled students when high-stakes consequences are attached to standardized tests are complex. While it is important that disabled students reach high academic standards, it is equally important to be wary of an accountability tool that may promote more negative than positive consequences for the students. This study will address these issues by asking students with disabilities to explain their understanding and experiences related to their participation in the Massachusetts Comprehensive Assessment System (MCAS), a high-level assessment that they must pass in order to graduate from high school.

Method: To capture students' individual experiences and examine issues that are difficult to quantify, the project will use a case study design with the student as the unit of analysis. The project will collect the bulk of data from student interviews, but will also examine test scores, students' general school records, and their Individualized Education Plans. Using data from twenty 10th-grade students with disabilities, the project will carry out a multiple-case study design where the project will organize and analyze individual student data into case records and then conduct a comprehensive analysis across all case records. To address issues that confound disability, such as socioeconomic status and academic achievement, the project will also interview and collect documents from ten nondisabled 10th-grade students, matched in terms of race and grade point average. All participants will attend one of the two Boston high schools where research will be conducted.

Products: The project will disseminate findings from the study through published articles and conference presentations.

Grant Number: H324B020039

Thinking Reader with Embedded Supports for Reading Comprehension for Deaf and Hard-of-Hearing Students

Project Director: Dalton, Bridget; Kennedy, Mei (Student)
CAST, Inc.
39 Cross St.
Peabody, MA 01960-1628
Voice: 978-531-8555; *Fax:* 978-531-0192
E-mail: bdalton@cast.org

Beginning Date: 6/01/02
Ending Date: 5/31/03

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This project will investigate the potential of a new kind of technology-based instructional approach called the Thinking Reader, in which digital texts use embedded and individualizable reading-strategy and sign-language vocabulary supports to overcome barriers to comprehension for students who are deaf.

Method: The project extends the Thinking Reader approach to include sign language support for contextualized vocabulary definitions, a multimedia glossary, and comprehension strategy prompts and models. In a 15-week qualitative study, the project will assess the impact of the intervention on students' reading comprehension and motivation, and provide detailed case studies of individual learners using the Thinking Reader in their reading classrooms.

Products: The project will serve as a foundation for a more expanded research and development effort that CAST is contemplating in this area with potential partners, including Gallaudet University. This approach has the potential to impact curriculum development by providing a model for designing traditional curriculum resources in a way that permits customizable reading instruction on a classwide basis. Findings will be disseminated through targeted dissemination vehicles and partners to inform future areas of investigation and practitioners. Dissemination methods include the CAST Website, publication in peer-reviewed research journals, and key conferences.

Grant Number: H324B020042

A Follow-Up Study of the Influence of a Model Demonstration Project on Five Critical Factors of Schoolwide Positive Behavioral Supports

Project Director: Cheney, Douglas; Blum, Craig (Student)
University of Washington
Experimental Education Unit
Box 357925
Seattle, WA 98195-7925
Voice: 206-543-4011; *Fax:* 206-543-8480
E-mail: dcheney@u.washington.edu

Beginning Date: 9/01/02
Ending Date: 8/31/03

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project is a follow-up study of an OSEP model demonstration project (a Beacons Project) designed to enhance discipline practices through a schoolwide positive behavior support (PBS) model. The Beacons model provides intense collaboration between school and university personnel on schoolwide PBS. This project will evaluate the capacity of schools to continue to implement exemplary PBS practices beyond the scope of the original project. It will also examine the impact of PBS on access to the general education environment of students with disabilities and leadership's role in maintaining capacity for exemplary schoolwide PBS practices.

Method: The study will examine the influence of schoolwide PBS factors on student and staff outcomes by identifying leadership factors that influence schools' capacity to maintain schoolwide positive behavior supports developed during the model demonstration project, and by identifying what schoolwide PBS exemplary practices and structures in positive behavior support are maintained by schools 6 and 12 months after participating in a model demonstration project. The study will also address the influence of the schoolwide PBS model on: student outcomes such as social competence, grades, and achievement 6 and 12 months later; increasing access to the general education curriculum and environments for students with disabilities; and family involvement in school programs and family perceptions of students' risk and resilience.

Products: The outcomes will provide reliable information, based on research-validated practice, to educators, administrators, and families about the durability and effectiveness of schoolwide PBS in relation to the critical factors of leadership, behavior and instructional practice, individualized behavior assessment and planning, access to general education, and family involvement. This will contribute to understanding of the gap between research and system change. Findings will be disseminated via the Beacons Website, through presentations at regional conferences, in special education journals, and to schools in the region.

Grant Number: H324B020048

Analysis of Gender and Resiliency in Youth with Disabilities Transitioning from the Juvenile Justice System to School

Project Director: Rutherford, Robert; Griller-Clark, Heather (Student)
Arizona State University
College of Education, Dept. of Special Education
PO Box 873503*OSEP*
Tempe, AZ 85287-3503
Voice: 480-965-1450; *Fax:* 480-965-1450
E-mail: rutherford@asu.edu

Beginning Date: 9/01/02
Ending Date: 8/31/03

Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: This project will increase knowledge in the areas of correctional education, special education, and transition, specifically related to the transition success of male and female youths with and without disabilities on probation and parole. It will determine if youth with disabilities have more or less success transitioning to school than youth without disabilities, if youth on parole have more or less success transitioning to school than youth on probation, and if females have more or less success transitioning to school than males.

Method: Behavioral data will be collected on 120 male and female youth with and without disabilities transitioning to school from the juvenile justice system. Quantitative data will be analyzed to determine which group has the most success transitioning to school. Qualitative data will also be analyzed to determine reasons for school and behavior success or failure.

Products: The project will determine how successful youth with disabilities are in terms of transition compared to their nondisabled peers; whether the level of involvement in the juvenile justice system (probation versus parole) affects the success of transition; and what the effect of gender is as a factor in the transition success of youth with and without disabilities in the juvenile justice system. Findings will be presented at national conferences to correctional and special education researchers, educators, and administrators, and shared with practicing correctional and public school teachers and probation/parole officers through in-services and with preservice teachers through university classes. The final report and data-collection instruments will be posted on the Website of the National Center for Education, Disability, and Juvenile Justice.

Grant Number: H324B020049

Using Group Friendship Activities to Promote Peer Interactions of Children with Developmental Delays from Culturally and Linguistically Diverse Families

Project Director: Ostrosky, Michaelene; Jung, Eun-Young (Student)
University of Illinois - Champaign
Dept. of Special Education
288 Education Bldg., 1310 S. Sixth Street
Champaign, IL 61820
Voice: 217-333-0260
E-mail: ostrosky@uiuc.edu

Beginning Date: 8/21/02
Ending Date: 8/20/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will investigate the effect of an empirically validated social-skills intervention — group friendship activities — on preschoolers with developmental delays from culturally and linguistically diverse families.

Method: In order to consider the unique cultural ecology of individual children with developmental delays from culturally and linguistically diverse families, the first phase will focus on understanding families' cultural beliefs about peer interactions and group friendship activities. The information will be gathered through interviews with target children's parents and teachers. Next, group friendship activities with teacher prompts and praise will be implemented to examine intervention effects on peer interactions of children with special needs from these families. Participants in the study will include four children with developmental delays from culturally and linguistically diverse families, their families, classroom peers, and teachers.

Products: The project will raise awareness about the application of social skills interventions to young children with special needs from culturally and linguistically diverse backgrounds. Findings will be disseminated through articles in professional journals and at conference presentations.

Grant Number: H324B020052

Teacher Expectations of Students Who Are Deaf or Hard of Hearing: A Research Inquiry

Project Director: Ramsey, Claire; Smith, David H. (Student)
University of Nebraska
Communication Disorders
381B Barkley Center
Lincoln, NE 68583-0738
Voice: 402-472-9380; *Fax:* 402-472-7697
E-mail: cramsey2@unl.edu

Beginning Date: 8/01/02
Ending Date: 7/31/03

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This project will examine the interactions of a deaf teacher with children in a deaf or hard-of-hearing (DHH) classroom to identify behavior patterns that reflect specific types of expectations. It will help to develop a theoretical model that can be used to evaluate the impact of teacher expectations on children who are deaf or hard of hearing in various types of classrooms.

Method: The project will focus on developing a model focusing on the question of how deaf teachers communicate their expectations towards deaf students. The first component of the research will be a single-case study of a deaf teacher in a DHH classroom. The second part of the study will involve parents, their children who are DHH, and adults who are DHH and past or current clients of the deaf education system. Once the initial theoretical model is developed, it will be presented to and discussed in focus groups made up of the above participants.

Products: A theoretical model for teacher/student interactions in a DHH classroom will be developed and discussed with parents, children who are DHH, and DHH program alumni for applicability in a real world context. After revision, the model will be disseminated as evidence of the existence of DHH teacher/student expectations and as a tool for both research in multiple classroom settings and for development of effective higher expectation practices for teachers.

Grant Number: H324B020067

Promoting Social-Emotional Competence in Preschoolers with and without Disabilities: What is the Role of Teachers' Educational Beliefs and Practices?

Project Director: Buysse, Virginia; Sparkman, Karen (Student)
University of North Carolina - Chapel Hill
Frank Porter Graham Child Dev Inst
Room 300, Bynum Hall, CB #4100
Chapel Hill, NC 27599-4100
Voice: 919-966-7171; *Fax:* 919-966-7532
E-mail: virginia_buysse@unc.edu

Beginning Date: 9/01/02
Ending Date: 8/31/03

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project is a mixed-methods design to examine teachers' educational beliefs about social-emotional competence within the context of their teaching practices in inclusive early care and education settings. Teachers' beliefs about the importance of social-emotional competence and dealing with challenging behaviors in young children with and without disabilities will be identified through semi-structured interviews.

Method: The project will observe and examine specific practices such as teacher-child interactions and self-ratings of classroom environment elements (e.g., indoor/outdoor, daily schedule, daily activities/experiences, supportive interactions, and family participation). Fifty-two participants will be recruited from inclusive public preschool special education and community-based child care programs. Systematic content analysis will be used to develop a categorical scheme of predominant beliefs, and multivariate general linear modeling will be used to examine the relationships between teachers' educational beliefs and their teaching practices.

Products: Findings will inform professional development and intervention practices that will assist practitioners in more effectively promoting social competence in young children with and without disabilities. Families of children with and without disabilities will benefit from increased awareness about the importance of identifying social competence as a program goal in programs for their children. The findings of the project will also provide a structure for designing a rating scale that will measure teacher responses to challenging behaviors. Findings will be disseminated to practitioners, researchers, and family members through a conference presentation, an article in a peer-reviewed journal, and articles in consumer-friendly periodicals.

Grant Number: H324B020071

Falling through the Gaps: Low-Income, Ethnic Minority Young Mothers with Learning Disabilities

Project Director: Balcazar, Fabricio; Ritzler, Tina (Student)
University of Illinois - Chicago
1640 W. Roosevelt Rd.
Chicago, IL 60608
Voice: 312-413-1646; *Fax:* 312-413-1804
E-mail: fabricio@uic.edu

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This study will use a qualitative approach to assess the service needs of, and service system responses to, teenage mothers with learning disabilities during their transition years.

Method: This study will be the first to explore educational and vocational service needs, service system responses, and service gaps from multiple perspectives, including those of low-income, ethnic minority teen mothers with learning disabilities, and special education and youth vocational personnel. Individual semi-structured interviews will be conducted with 15 parenting teenage mothers with learning disabilities enrolled in special education and 15 parenting teenage mothers who have exited school to explore their needs related to school and work and the services and supports they receive. In addition, two focus groups of five professionals each will be conducted separately with special education and youth vocational personnel. Focus groups will assess professionals' perceptions of teen mothers' educational and vocational needs, service system responses to these needs, and resulting service gaps.

Products: This project's results have implications for amplifying models of effective transition-related service delivery by contextualizing the transition process of young mothers with learning disabilities. Study results will highlight effective strategies for meeting the unique needs of low-income young mothers with learning disabilities who are educated and transition out of high school in an urban environment. These results are particularly important for the development of practices among transition professionals that maximize the potential success of these youth. Several products will be developed with the results of this study to enable others to use the information obtained for the benefit of teenage mothers with learning disabilities.

Grant Number: H324B020078

The Effects of Classroom-Based, Collaborative Speech-Language Intervention

Project Director: Secord, Wayne; Wakefield, Lara (Student)
University of Cincinnati
Dept. of Communication Sci & Dis
P.O. Box 670394
Cincinnati, OH 45267-0394
Voice: 513-558-8508; *Fax:* 513-558-8500
E-mail: wayne.secord@uc.edu

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This project will examine the effectiveness of one model of classroom-based collaborative intervention (CCI) in an inner city, public, elementary school.

Method: The conceptual framework of the CCI activities is grounded in three knowledge and skill areas: 1) meaning-making tied closely to literacy learning; 2) metalinguistic knowledge; and 3) strategies for learning. The outcome measures of the CCI treatment group will be compared to those students from the traditional treatment group. Within these two treatment groups there will be three sub-groups: students with language learning disabilities (LLD), at-risk students, and regular education students. The following areas will be assessed for all students: 1) receptive and expressive language skills; 2) reading comprehension; 3) phonemic awareness skills; and 4) written expression skills. The ultimate goals of this research are to improve the quality of services to children with disabilities, provide needed support for those considered to be at risk, and gauge the extent to which regular education students derive incidental benefits from CCI.

Products: This project will contribute information about a collaborative approach that can serve as a model for language, reading, and writing intervention. The results have the potential to change the practice of speech-language therapy to include CCI as a primary model of service delivery.

Grant Number: H324B020083

Self-Determination and Postsecondary Transition Planning for Culturally and Linguistically Diverse Students with Learning Disabilities

Project Director: Ortiz, Alba; Trainor, Audrey (Student)
University of Texas - Austin
Special Education
College of Education, 306 Sanchez Bldg.
Austin, TX 78712-1291
Voice: 512-471-6244; *Fax:* 512-471-5550
E-mail: alba.ortiz@mail.utexas.edu

Beginning Date: 9/01/02
Ending Date: 8/31/03

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: This project will examine self-determination perceptions and behaviors of White, African American, and Hispanic students with learning disabilities (LD), guided by the following questions: 1) what are the self-determination behaviors of culturally and linguistically diverse (CLD) students with LD?; 2) how do CLD students perceive their responsibilities in transition planning?; and 3) how do CLD students perceive the influence of their parents and teachers on this process?.

Method: Data will be collected during focus group interviews and observations of individual transition plan meetings and document reviews. Qualititative analysis of data will provide information regarding how CLD students with LD behave and view their roles during postsecondary transition planning.

Products: This project has the potential to expand the scope of self-determination models as they pertain to CLD students and inform special educators about the appropriateness of self-determination models for these students.

Grant Number: H324B020084

PAH! A Teacher-Friendly ASL Test: Construction, Validity, Reliability, and Usability of the Test of ASL Abilities

Project Director: Andrews, Jean F.; Smith, Adonia Karren (Student)
Lamar University
Dept. of Comm. Disorders & Deaf Education
PO Box 10076
Beaumont, TX 77710
Voice: 409-880-1848; *Fax:* 409-880-2276
E-mail: jandrews47@aol.com

Beginning Date: 9/01/02
Ending Date: 8/31/03

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This project, named for "PAH," an American Sign Language sign meaning "success," will develop a receptive Test of American Sign Language Abilities (TASLA), which will incorporate basic psychometric principles of reliability, validity, and practicality and will measure the receptive American Sign Language (ASL) abilities of deaf students.

Method: The TASLA will be composed of narrative stories and comprehension questions to be presented in ASL in order to measure the receptive ASL abilities of deaf students. It will be piloted with five age groups of deaf students from 7 through 21. The project will examine demographic variables related to TASLA performance and will study the level and order of difficulty of the test items and their discriminative power within the instrument.

Products: Project findings will be disseminated through Web-based and CD-ROM technologies, journal publications, and conference presentations. The TASLA is hoped to become a critical tool in the development of bilingual/bicultural language programs for deaf children, as it will allow program directors to assess progress in ASL and to be accountable for their students' ASL learning.

Grant Number: H324B020090

Project READ: An Experimental Analysis of the Effect of Isolated Word Recognition Practice and Repeated Reading on the Sight Word Identification and Oral Reading Fluency Rate of Children Identified as At-Risk for Reading Difficulties

Project Director: Kame'enui, Edward J.; McDonagh, Sarah (Student)
University of Oregon
IDEA, College of Education
5219 University of Oregon
Eugene, OR 97403-5219
Voice: 541-346-1644; *Fax:* 541-346-3581
E-mail: ekamee@oregon.uoregon.edu

Beginning Date: 9/01/02
Ending Date: 8/31/03

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: Project READ will investigate the effect of isolated word recognition practice used in conjunction with repeated reading on the oral reading fluency rate, comprehension, and word identification skills of students at risk for reading difficulties in grade two. The project will examine the features of instruction that result in the greatest gains in reading fluency on both word and passage reading tasks — for instance, whether the effects of word recognition and fluency building interventions transfer to novel word recognition, comprehension, and reading tasks.

Method: A sample of sixty students across five schools from a district in Oregon will participate in the study. Students who are identified as at risk for reading difficulties will be randomly assigned to one of two fluency instruction conditions in their school: repeated reading in conjunction with isolated word practice, or repeated reading only. The purpose of the comparison group is to determine the relative effect of isolated word recognition practice on oral reading fluency, sight word recognition, and reading comprehension.

Products: Results will help to provide early identification and intervention for fluency difficulties during a strategic developmental period known as the consolidated word alphabetic phase. It will increase the understanding of the variables and strategies that facilitate the development of oral reading fluency in children with reading difficulties, and provide a method for increasing oral fluency in children that may be applied in the classroom and supported at home. The outcomes of this study have the potential to alter the reading trajectories of beginning readers identified as at risk and minimize the potential for reading failure in future years of school. Results will be disseminated to teachers, researchers, policy makers, administrators, preservice teachers, and families through journal articles, conferences, workshops, Web-based sources, and preservice teacher preparation programs.

Grant Number: H324B020091

Effects of High-Probability Requests on Increasing Social Interactions in Young Children with Autism across Multiple Play Settings

Project Director: Sainato, Diane M; Jung, Sunhwa (Student)
Ohio State University
356 Arps Hall, 1945 N. High St.
Columbus, OH 43214-1063
Voice: 614-292-8709; *Fax:* 614-292-4255
E-mail: sainato.1@osu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This project will extend the use of high-probability requests to develop spontaneous reciprocal social interactions within a play context for young children with autism.

Method: The intervention will be introduced to the children based on each child's preferred play activities during free play in an inclusive preschool. Frequency of social interactions and the percentages of responses to high-probability request sequence, the target child will be introduced to low-probability requests only and prompts will be removed to observe if the social interactions are maintained without high-probability requests and spontaneously occur without teacher prompts. In addition, the generality of children's target skills will be probed on the playground. A single-subject experimental design employing a multiple baseline across three settings with three children with autism and their typically developing peers will be conducted under vigorous program evaluation objectives to ensure the efficiency, effectiveness, and timeliness of the project.

Products: A number of activities are planned to disseminate the results of this study to a variety of teachers, parents, and other relevant professionals. A report of the research findings will be prepared for publication in professional journals. In addition, a number of presentations will be offered and evaluated by early childhood educators, applied behavior analysts, and professionals working with children with autism. A special education workshop will be designed for parents of children with autism presenting the findings of this study. Dissemination of findings will occur at state and international conferences. A World Wide Web site detailing project findings and resources will be developed.

Grant Number: H324B020092

The Effects of Embedded Instruction within the Context of a Small Group on the Acquisition of Imitation Skills of Young Children with Disabilities

Project Director: Sainato, Diane M.; Valk, Jennie E. (Student)
Ohio State University
356 Arps Hall, 1945 N. High St.
Columbus, OH 43210-1172
Voice: 614-292-8709; *Fax:* 614-292-4255
E-mail: sainato.1@osu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This study will teach young children with severe disabilities to imitate motor behaviors using embedded instruction and constant time delay during a small group activity.

Method: Imitation is a strategy used by typically developing children and adults to learn a variety of new skills. Young children with severe developmental delays often lack the ability to imitate the actions of others. As greater numbers of children with special needs are being placed in inclusive classrooms, they are surrounded by teachers, therapists, and peers modeling a myriad of appropriate behaviors, including the use of play materials, language, academic skills, adaptive skills, and social skills. If the children with disabilities do not have imitation skills they will not be able to take full advantage of the positive models provided by their peers and classroom staff. Other methods, such as didactic approaches including discrete trial training, have been used previously to teach imitation skills. However, while these procedures may enable children to imitate in the instructional setting, they are less likely to transfer the use of that skill to situations in the natural environment. A single subject experimental design employing a multiple baseline design across three behaviors with three children with severe disabilities will be conducted under vigorous program evaluation objectives to ensure the efficiency, effectiveness, and timeliness of the project. During intervention, the target child and a peer will engage in an activity with an adult, in which a constant time delay procedure will be used to teach the child with disabilities to imitate. The teacher will provide a verbal cue to gain the children's attention, and will then perform the target behavior. Both children will be cued to perform the target behavior. If after five seconds the target child does not imitate the model, the teacher will prompt the child to engage in the behavior. Both children will be praised for imitating the model of the adult. Generalization sessions will be conducted throughout the study in which the target child and his/her peer will participate in a larger group of up to six children and the classroom teacher, to assess whether the newly acquired imitation skill will be maintained. In this situation, the teacher will deliver a verbal cue to gain the children's attention and will then model several of the target behaviors. Performance of the target children and their peers in the large group will be directly observed and recorded.

Products: Several activities are planned to disseminate the results of this study to teachers, parents, and professionals in related fields. A written report of the research findings will be submitted for publication in professional journals. Presentations will be delivered to early childhood educators, special education teachers, applied behavior analysts, and other professionals such as speech and language pathologists and physical therapists. In addition, a special education workshop for parents and children will be developed in local school districts. Research findings will be disseminated at state and international conferences. Finally, a World Wide Web site will be developed to disseminate project findings and information.

Grant Number: H324B020093

Reversing the Matthew Effects: Using Peer-Assisted Learning Strategies to Promote Reading Skills, Reading Motivation, and Reading Practice by Children with Learning Disabilities

Project Director: Fuchs, Doug; Morgan, Paul (Student)
Vanderbilt University
Peabody College
Box 328
Nashville, TN 37203-5701
Voice: 615-343-4782; *Fax:* 615-343-1570
E-mail: doug.fuchs@vanderbilt.edu

Beginning Date: 8/01/02
Ending Date: 7/31/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This project will examine the effects of linking systemic skills instruction with activities designed to improve motivation to read, while also monitoring concomitant changes in reading practice by elementary children either identified or at risk for developing learning disabilities. The project will investigate the effects of participating in a peer-tutoring reading intervention and of linking this intervention with an explicit motivational component on reading skills, motivation, and practice, and it will study child characteristics that predict individual growth in those areas. The study will also examine teachers' and students' perceptions of the effectiveness, feasibility, and sustainability of the various instructional components.

Method: Sixty third-grade students, each of whom has been identified with a learning disability or who is considered at risk for developing learning disabilities, will participate in a research-validated reading program. Peer-Assisted Learning Strategies (PALS) will be used to provide children with opportunities to engage in reading activities in their general education classrooms. PALS will provide students with disabilities and their peer-tutors with a choice of a children's book when the student with disabilities achieves at mastery-level during reading activities. Data analysis will examine group and individual changes over time, examine teachers' fidelity of implementation, and ascertain teachers' and students' perspectives of the intervention.

Products: Across the year of research, twenty teachers will be trained in a best-practices reading program, and approximately sixty children with disabilities or at risk of being identified as disabled will benefit from participation. The project will produce: 1) new knowledge about the benefits of linking skills instruction with practices promoting reading motivation and, concomitantly, reading practice; 2) new knowledge on child characteristics that predict individual growth in reading skills, and 3) procedures and practices that teachers can use to link facets of instruction in order to benefit children with disabilities.

84.324C
FIELD-INITIATED RESEARCH PROJECTS

Grant Number: H324C980039

Prereferral Assessment and Tutorial Intervention for Students with Reading Disabilities

Project Director: Vadasy, Patricia F.
Washington Research Institute
150 Nickerson St., Suite 305
Seattle, WA 98109
Voice: 206-285-9317
E-mail: pvadasy@wri-edu.org
Website: http://www.wri-edu.org/partners/

Beginning Date: 8/01/98
Ending Date: 7/31/03

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project will apply research on phonological skills in a specialized prereferral and intervention package by investigating the validity of prereferral assessment procedures and the effectiveness of intervention delivered by nonprofessional tutors for primary-aged students with possible learning disabilities. The research objectives are to develop and test a prereferral process to identify students with special problems in beginning reading and investigate an individual tutoring treatment for students who have been identified with beginning reading problems.

Method: A 5-year longitudinal design with repeated measurement of multiple cohorts will be used. The study will examine the nature of an "extraordinary" treatment, such as providing individual tutoring early to enable students to catch up with their peers, and the feasibility of its implementation in typical urban school settings. The study will examine a remedial program, Sound Partners, to extend phonological awareness instruction to first and second grade students. Program variables to be studied include the intensity, timing, and components of instruction. A total of 170 students will receive the intervention. All students will be drawn from elementary schools in the Seattle School District from neighborhoods with high enrollments of low-income and minority students.

Products: Products of the project will be a prereferral screening and assessment procedure to predict reading disabilities in primary-age students; a first- and second-grade tutorial reading intervention, including versions for use by peer tutors; and journal articles and presentations on project findings.

Grant Number: H324C980115

Resilience in Students with Traumatic Brain Injury (TBI): A Longitudinal Investigation

Project Director: Glang, Ann; Todis, Bonnie; Bullis, Michael
Western Oregon University
Teaching Research Div.
345 N. Monmouth Ave.
Monmouth, OR 97401
Voice: 541-346-0595; *Fax:* 541-346-0599
E-mail: anng@oregon.uoregon.edu; bonniet@oregon.uoregon.edu

Beginning Date: 10/01/98
Ending Date: 9/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This project will track post-secondary outcomes for students with traumatic brain injury (TBI) and will identify factors that contribute to resilience in these individuals. Project results will allow educators and community service providers to concentrate resources on those interventions that promote successful adult adjustment.

Method: The project will employ quantitative and qualitative research methodologies. A subject sample of 120 secondary students with TBI will be chosen, representing characteristics that are crucial to the investigation of resilience in this population. Data gathered from the measures during the project will be summarized and comparisons of transition outcomes will be conducted. To gain a greater understanding of the interaction of factors on resilience in individuals with TBI and to document the effect of special education interventions, qualitative data will also be collected on what specific factors appear to contribute to or impede resilience.

Products: The detailed, longitudinal information about outcomes for students with TBI will be useful to educators, community service providers, employers, and medical personnel throughout the country. Educators, students with TBI and their families will benefit from information about the type of school-based services that are beneficial to students with TBI when they reach adulthood. The qualitative component of the project will yield information about specific features of these services and details of their implementation that enhance their effectiveness.

Grant Number: H324C980156

Project Optimize: Optimizing and Sustaining Early Reading and Vocabulary Growth for Students with Developmental Delay or At Risk of Reading Disability

Project Director: Simmons, Deborah C.; Kame'enui, Edward J.
University of Oregon
IDEA, College of Education
1211 University of Oregon
Eugene, OR 97403-1211
Voice: 541-346-3486; *Fax:* 541-346-3581
E-mail: dsimmons@oregon.uoregon.edu; ekamee@oregon.uoregon.edu

Beginning Date: 10/01/98
Ending Date: 9/30/03

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: Project Optimize is a five-year longitudinal program of research to investigate and validate: 1) the components of intervention necessary to optimize literacy trajectories of children who have language/reading disabilities or are at risk of reading delay due to word recognition and word meaning difficulties; 2) the intensity of intervention necessary for students to achieve satisfactory trajectories and to sustain them over time; and 3) the effects of early reading/vocabulary intervention on immediate and long-term reading achievement and special education needs.

Method: Three research methodologies will be employed: experimental group research to investigate inter-individual differences; descriptive research to examine intra-individual growth curves and response to instruction; and case-study methods to provide in-depth understanding of students with reading disabilities. A total of 120 students from 6 schools will participate in a series of 12 studies over the 5-year period. Measures from four constructs (prereading, vocabulary, word recognition/decoding, and comprehension) will be collected formatively and analyzed through multivariate analyses of variance and individual growth curve analyses.

Products: Products will include research reports documenting the effectiveness of individual and combined literacy and vocabulary components for students with literacy deficit or delay; reports documenting early reading and vocabulary trajectories of students with disabilities or at risk for reading failure; and curricular materials and manuals delineating effective instructional intervention guidelines and procedures.

Grant Number: H324C990012

A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 3

Project Director: Jenkins, Joseph
University of Washington
Experimental Education Unit
Box 357925
Seattle, WA 98195-7925
Voice: 206-543-4011; *Fax:* 206-543-8480
E-mail: jjenkins@u.washington.edu

Beginning Date: 4/01/99
Ending Date: 3/31/04

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This project will conduct a four-year Phase 3 follow-up study on a sample of 205 students with disabilities who were educated in two highly contrasting preschool instructional models and who have been followed prospectively. The study is unique in special education in its combination of large sample size, random assignment to initial intervention, and length and completeness of follow-up. The Phase 3 follow-up will enable the researchers to collect data out to age 18 for nearly all of the study subjects.

Method: The project has maintained 85% of its original preschool sample, guaranteeing the validity of the longitudinal research findings. The sample will be measured by sets of cognitive and academic achievement measures and measures of adjustment and social development. By looking at developmental profiles that address such issues as when children become competent readers, their placement in regular or special education or movement between the two, the development of affective behavior through adolescence, and attitudes toward school and life after school, informed conclusions can be drawn from the data collected by the project about what actually happened to the large group of students with disabilities under study since early childhood. A database of analytical information will be set up using the results of the measurements.

Products: The database of information will be unique and important when considering such issues as whom to serve and when to serve them, as well as in regard to more traditional curriculum comparisons.

Grant Number: H324C990039

Early Identification of Children with Autism Spectrum Disorders

Project Director: Stone, Wendy; Ruble, Lisa
Vanderbilt University
426 Medical Center South
2100 Pierce Ave.
Nashville, TN 37232-3573
Voice: 615-936-0267; *Fax:* 615-936-2763
E-mail: wendy.stone@vanderbilt.edu; lisa.ruble@mcmail.vanderbilt.edu

Beginning Date: 6/01/99
Ending Date: 5/31/03

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: The primary aim of this project is to assess the validity of a new screening instrument for autism, the Screening Tool for Autism in Two-Year-Olds (STAT), an empirically based measure developed for use by community professionals working in early identification and intervention settings. The secondary aim is to examine the relative contribution of child and environmental factors to diagnostic improvement in children with autism spectrum disorders.

Method: A sample of 240 children will be screened with the STAT at age two, and will receive independent diagnostic, cognitive, and language evaluations. Children who receive a clinical diagnosis of autism or who fail the STAT will receive follow-up diagnostic, cognitive, and language evaluations for two consecutive years. This design will allow for analysis of concurrent and predictive validity of the STAT as well as evaluation of factors related to diagnostic stability.

Products: The project will contribute to the issue of under-identification in autism by: 1) facilitating early identification of young children with autism, which will allow them to participate in learning environments that have been shown to be successful; 2) determining the efficacy of the STAT; 3) developing a hands-on instrument for use in community settings by early childhood and child-find personnel; 4) disseminating information that will encourage early childhood teacher training programs to include autism; and 5) disseminating information that can be used to encourage states to expand opportunities for children under three years. The results of the project will serve to further knowledge about autism and improve best practices.

Grant Number: H324C990091

Is Prelinguistic Communication Intervention Necessary?

Project Director: Warren, Steven; Fey, Marc
University of Kansas Medical Center
Smith Mental Retardation Research Center
3901 Rainbow Blvd.
Kansas City, KS 66160-7336
Voice: 785-864-4295; *Fax:* 785-864-5323
E-mail: SFWarren@KU.Edu; mfey@kumc.edu

Beginning Date: 1/01/00
Ending Date: 12/31/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will address a question of fundamental importance to early intervention practice and policy: Does a comprehensive prelinguistic communication intervention, implemented one year prior to a comprehensive language intervention, result in young children with disabilities achieving significantly more advanced communication and language development than children who receive only the later-administered language intervention?

Method: A longitudinal, experimental design study will be developed to answer this question. Sixty (N=60) young children with initial evidence of mild to moderate mental retardation and prelinguistic communication skills similar to those of nine to 15 month old typically developing children and their primary caretaker will be recruited through local early intervention programs. They will be randomly assigned to one of two groups. Children assigned to Group A will immediately receive a comprehensive six-month prelinguistic communication intervention. The intervention will consist of staff-implemented prelinguistic milieu teaching and responsive interaction training for parents. At the end of a subsequent six-month maintenance period, they will receive six months of comprehensive early language intervention. Children assigned to Group B will receive no project-implemented intervention for 12 months, then they will receive the same early intervention language intervention for six months as children in Group A. The communication and language development of all children in both groups will be assessed at four points: at pretreatment and then at 6, 12, and 18 months. These assessments will include key measures of receptive and productive language development and use. The longitudinal, experimental design will allow several critical comparisons to be made including the effects of prelinguistic communication vs. no intervention and the effects of prelinguistic communication intervention plus later comprehensive language intervention vs. later comprehensive language intervention.

Products: The outcome of this project will have direct implications for the emphasis and focus of intervention efforts with children between the ages of two and four years. The results of this study will be submitted for publication. Presentations at conferences will take place and manuscripts will be written.

Grant Number: H324C000004

Improving Receptive and Expressive Outcomes in Young Children with Developmental Delay: A Comparison of Three Intervention Protocols

Project Director: Wilcox, M. Jeanne; Reiser, Mark
Arizona State University
Dept of Speech and Hearing Sciences
P.O. Box 871908
Tempe, AZ 85287-1908
Voice: 480-965-9397; *Fax:* 480-965-0965
E-mail: mjwilcox@asu.edu

Beginning Date: 7/01/00
Ending Date: 6/30/04

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: In this investigation, the relative efficacy of three different early-language treatment approaches will be examined, in terms of immediate and longer-term effects for young, prelinguistic children with developmental delay. The treatment procedures are differentiated by provision of training to 1) primary caregivers; 2) directly to the children; or 3) a combination of the two. Each of the treatments is designed to promote children's receptive language development and facilitate transition to expressive language use.

Method: The sample (prelinguistic children with developmental delay) represents a group for whom little is known in terms of comparative efficacy. As a result, minimal information is available to guide the selection of one intervention approach versus another intervention approach, or the conditions under which a combination of approaches may be most effective. The rationale and design for this investigation derives from two areas of inquiry. The project will evaluate the extent to which direct lexical training, caregiver verbal responsivity training, or a combination of the two are effective, not only in comparison to each other, but also in terms of varying characteristics of participants in the research. The relative effects of the treatment conditions will be examined in the short and longer term (i.e., pre-, mid-, & post-intervention, and through five observations spread over the 18 months following intervention) for a total of eight observation points over a two-year period. Global efficacy will be addressed by comparing outcomes of each treatment condition to the other. More individualized efficacy data (i.e., individual characteristics x treatment condition) will derive from examining: 1) child and caregiver growth patterns and their interrelationships within and between the treatment conditions; and 2) variations in growth attributable to specific child, caregiver, and family characteristics.

Products: This research will generate information regarding mechanisms and individual characteristics contributing to children's successful transition to linguistic communication. Through planned dissemination and impact activities, the project will make a substantial contribution to intervention practices.

Grant Number: H324C000022

Curriculum-Based Measurement with Diagnostic Analysis to Improve Reading Outcomes for Students with Disabilities

Project Director: Fuchs, Lynn; Fuchs, Doug
Vanderbilt University
Peabody College, Box 328
Nashville, TN 37203
Voice: 615-343-4782; *Fax:* 615-343-1570
E-mail: lynn.fuchs@vanderbilt.edu; doug.fuchs@vanderbilt.edu

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Ingrid Oxaal
Voice: 202-205-2152
E-mail: ingrid.oxaal@ed.gov

Purpose: This project will develop computerized curriculum-based measurement (CBM) diagnostic analysis in reading, study its reliability and validity, and examine outcomes associated with teachers' use of this diagnostic analysis. These outcomes are increasing reading achievement, decreasing inappropriate classroom behavior, reducing over-representation of students of color in special education, and increasing general and special education alignment.

Method: In Year 1, the project will develop diagnostic analysis for grades one thru six, examine its reliability and validity, and develop individual and group teaching recommendation systems. In Year 2, the project will conduct a large-scale experimental study assessing the value of diagnostic analysis beyond CBM-graphed analysis. In Year 3, the project will examine the value of the teaching recommendation systems over and beyond diagnostic analysis.

Products: The study will provide teachers with a computerized classroom-based reading assessment system that simultaneously: 1) quantifies progress over time and quickly identifies students whose reading growth is inadequate, 2) qualitatively describes students' reading performances, and 3) provides teachers with recommendations about how to connect the assessment information to instruction. The project will produce, field test, and disseminate a manual and video to train teachers in the use of CBM reading diagnostic analysis.

Grant Number: H324C000024

Early Years: Optimizing Outcomes for Infants and Toddlers Living in Poverty

Project Director: Campbell, Philippa H.
Thomas Jefferson University
130 S. 9 St., 5th Floor
Philadelphia, PA 19107
Voice: 215-503-1602; *Fax:* 215-503-1640
E-mail: philippa.campbell@mail.tju.edu

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This research project will improve early intervention (EI) for infants and toddlers from high-poverty backgrounds with multiple risks for developmental delays and disabilities. The aims of the project are to: 1) examine an integrated, activity-based early intervention approach; 2) measure effects on children and families; 3) assess the impact on service providers and systems; and 4) disseminate project results.

Method: The project will examine Integrated Activity-Based Intervention conducted in natural community environments (other than homes or childcare settings) as contexts for learning and development. The principle features of Integrated Intervention include: 1) use of community settings and the activities that make up these settings, as a context for learning and development; 2) provision of EI where services enhance children's participation and learning within the context of community activities; 3) use of an Integrated Intervention as the curricular approach for providing interventions; and 4) coordinated transition from infant-toddler programming to preschool options. The research study will use a multidimensional design that includes both quantitative and qualitative measures to investigate the effects of the intervention on children, families, providers, and the system. The study will enroll 80 children and their families (50 subjects; 30 comparison), follow them until each child's third birthday, and end with transition to preschool options. The intervention will be tested with: 1) families who reside in urban settings, are members of racial or ethnic minority groups, and are living in high-poverty areas; and 2) children, aged birth through two years of age, who demonstrate multiple risks for developmental disabilities because of a combination of environmental, biological, or established risk factors.

Products: Data will be analyzed in order to understand and improve impact and outcomes and to refine training and intervention procedures. The project will result in a research-based Integrated Activity-Based Intervention approach with curriculum, training, data-based tracking, and research procedures that will be replicable by EI programs.

Grant Number: H324C000029

The Demography of Inclusive Education: A Baseline and Intervention Research Program

Project Director: LeRoy, Barbara; Harrison, Sharonlyn
Wayne State University
Developmental Disabilities Institute
4809 Woodward Ave., Suite 268
Detroit, MI 48202-3622
Voice: 313-577-0334; *Fax:* 313-577-3770
E-mail: B_Le_Roy@wayne.edu
Website: http://www.wayne.edu/DDI

Beginning Date: 6/01/00
Ending Date: 5/31/03

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project will address specific problems of over-identification and under-identification of children with disabilities, and improved alignment and compatibility of general and special education reform. Practice indicates that special education students of color have either been ignored or have failed to benefit from the promises and opportunities of school reform and its most prominent special education strategy, inclusive education. The essential question is how to bridge the chasm among school reform, inclusive education, and special education access, services, and outcomes for students of color. This research study will address this question through a four-phase design which will include: 1) defining the scope of the problem (administrative data analysis); 2) obtaining multiple perspectives on the data findings (stakeholder focus groups); 3) observing in situ interactions; and 4) testing an empirically designed intervention across various minority families.

Method: The research design is framed by Status Characteristics Theory, which postulates that demographic characteristics have the power to direct performance opportunities, influence, and rewards in task interactions (e.g., special education placement decisions, instruction, and post-school outcomes). This theory supports a substantial body of school- and classroom-based intervention strategies which will assist the research program in not only defining the extent of the problem, but also in addressing its remediation. Each phase of the research program will be reviewed and assisted by a team of minority special education parents and field specific experts.

Products: As the project identifies ways in which school reform and inclusive education can enhance services and outcomes for children of color, findings will be disseminated to inform policymakers, practitioners, and parents.

Grant Number: H324C000033

Using DIF Analyses to Examine the Effects of Testing Accommodations on Students' Responses to Test Items

Project Director: Elliott, Stephen N.; Kratochwill, Thomas
University of Wisconsin - Madison
750 University Ave.
Madison, WI 53706-1490
Voice: 608-262-8841; *Fax:* 608-263-6448
E-mail: snelliott@facstaff.wisc.edu
Website: http://www.wcer.wisc.edu/projects/group.asp?catID=13

Beginning Date: 8/01/00
Ending Date: 7/31/04

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This four-year investigation examines the effects of testing accommodations on the scores of students with and without disabilities on alternate forms of a mathematics test and a reading test typically used in statewide assessment programs.

Method: The major objectives of this investigation are to: 1) document the effects of testing accommodations commonly used with students with disabilities, and 2) examine the consequences of using testing accommodations by comparing the item characteristic curves for students with and without disabilities under both accommodated and unaccommodated testing conditions. An interview concerning teachers', students', and parents' perceptions of testing accommodations' effects will also be conducted. Data from all individual cases will be summarized using effect size statistics and single-case meta-analytical procedures to document the effects of accommodations on total test scores. Then, differential item functioning (DIF) analyses will be conducted to examine the effects of testing accommodations on individual mathematics and reading test items. The database for this study will consist of 800 eighth-grade students (400 with disabilities and 400 without identified disabilities).

Products: Accomplishment of the objectives of this study will advance knowledge about the effect of testing accommodations on students' total test scores and the items that contribute to the total score. This investigation is one of the first large-scale efforts to use DIF analyses to detect bias items within an experimental investigation of testing accommodations.

Grant Number: H324C000035

Co-Teaching in Secondary Schools

Project Director: Zigmond, Naomi
University of Pittsburgh
School of Education
4K38 Wesley W. Posvar Hall, 230 South Bouquet St.
Pittsburgh, PA 15260
Voice: 412-648-7080; *Fax:* 412-648-7081
E-mail: naomi@pitt.edu

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Bonnie Jones
Voice: 202-205-8649
E-mail: bonnie.jones@ed.gov

Purpose: In response to the national trend to more inclusive education for secondary-age students with disabilities, school districts and teacher educators have encouraged a service delivery model of special education in which students with learning disabilities and their teacher are integrated into content subject classes. In these models, the use of co-teaching between general and special education teachers helps to accommodate the needs of both the students with disabilities and the other students in the class. The goal of this project is to answer questions such as: 1) what goes on in co-taught classes; 2) what roles and responsibilities each teacher assumes; 3) how teachers plan for co-taught lessons; 4) how content-subject expertise (or lack thereof) influences the approach to co-teaching that can be selected for implementation; and 5) whether co-teaching enhances the learning environment in ways that impact on student achievement.

Method: Five studies are planned. The first three studies utilize qualitative research methods (observations augmented by interviews) to document and describe what co-teaching looks like in urban, suburban, and rural school districts in Allegheny County (Pennsylvania) and western New York state. The fourth study utilizes quantitative observational research methods to explore the ways in which secondary content subject teachers teach differently when they teach solo and when they participate in co-teaching. The fifth study explores whether co-taught classes provide enhanced learning opportunities and learning outcomes for students with learning disabilities.

Products: The results of these studies will be a large and rich database of co-teaching practices and their impact on classroom learning opportunities and outcomes for students with disabilities. Careful analyses of this database will produce reports, policy statements, and recommendations that should have profound impact on preservice and inservice teacher preparation and policy in both special and general teacher education.

Grant Number: H324C000043

Study of the Alignment of Special and General Education Reforms in Comprehensive School Reform Demonstration Programs (CSRD)-Funded Title I School Wide Programs in Two Different State Policy Contexts

Project Director: Valdivieso, Carol; Knab, Jordan
Academy for Educational Development, Inc.
1825 Connecticut Ave., N.W.
Washington, DC 20009-5721
Voice: 202-884-8209; *Fax:* 202-884-8491
E-mail: frc@aed.org

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project is a study of the alignment of special and general education reforms funded under the Comprehensive School Reform Demonstration (CSRD) Program Title 1 schoolwide programs in two different state policy contexts. The project will address curriculum and instruction, evaluation and accountability, and administrative procedures, analyzing data at the national and state levels. The study will be conducted by the Academy of Educational Development (AED) in conjunction with the National Association of State Directors of Special Education (NASDSE) and RMC Research Corporation.

Method: The study will focus on: the inclusion of special education in state CSRD policies; how local Title 1-funded schools incorporate special education, students with disabilities, and their families into schoolwide programs as well as how CSRD model developers address these needs; the impact of CSRD funding on Title 1 schoolwide programs; identification of the primary barriers to aligning reforms into CSRD; and how CSRD funding promotes the improved alignment of general and special education reforms. The study's design, similar to other studies on systemic reform, incorporates quantitative and qualitative data collection and analyses. At the national level the study will conduct and analyze: 1) questionnaires of all State Directors of Special Education, Coordinators of State Improvement Grants, and State CSRD Coordinators; and 2) questionnaires and interviews with CSRD model developers. At the state level, the project will work with Maryland and Massachusetts and conduct in-depth case studies with mixed-method research methodologies (observations, interviews, review of documents, and focus groups). The study's advisory board will include a person with a disability, a parent of a child with disabilities, researchers in general and special education reform, technical assistance providers, local-level administrators, teachers, and a state-level administrator.

Products: This project will contribute to the knowledge and improvement of special education reform and its alignment with the CSRD program, which operates in over 2,500 schools in all fifty states. The study will extend the research base and provide new information about the inclusion of special education and students with disabilities and their families in CSRD Programs and Models and state reform efforts. The study's findings will be turned into a series of research reports and practical products that will be disseminated to administrators, researchers, technical assistance providers, CSRD model developers, and other interested parties.

Grant Number: H324C000049

Remediation and Prevention of Aggression in Young Children with Severe Emotional Disturbance: A Study of Regional Intervention Program (RIP) Replication Site Efficacy

Project Director: Timm, Matthew A.; Strain, Phillip S.
Tennessee Voices for Children
1315 8th Ave., South
Nashville, TN 37203-5005
Voice: 615-269-7751; *Fax:* 619-269-8914
E-mail: mtimm@tnvoices.org; phil_strain@ceo.cudenver.edu
Website: http://www.tnvoices.org

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: Follow-up studies have indicated that young children with severe aggressive behaviors who participated in the Regional Intervention Program (RIP) are now indistinguishable from typical peers in home and school settings. Moreover, these individuals' adult status is characterized by gainful employment, high educational achievement, and minimal criminality or antisocial behavior. This two-phase study sequence will provide a multigenerational analysis of 60 former RIP clients (now adults) and their offspring, along with an examination of 60 former clients from replication sites who are three to nine years away from active intervention.

Method: Specifically, the adult follow-up and replication phases of this project will generate "first-time information" from RIP replication sites to address such vital knowledge and application issues as: 1) What is the

adult-life status of children who received quality early intervention for severe aggressive behavior?; 2) How do the offspring of these individuals function in school and home?; 3) What early-appearing behavioral patterns or family variables are associated with who has responded best to intervention over the 20-year plus period?; 4) What are the estimated cost savings to society from participation in RIP?; 5) What are the contemporary community, family, and school variables that are associated with the best adult and offspring outcomes?; 6) Considering all the data, how can educators build the most efficacious, long-lasting models of intervention to reduce the staggering societal and personal "costs" of aggressive behavior?; 7) Can the initial results of the RIP Nashville model be replicated across program replication sites with a highly diverse population, thus leading to clear policy and practice recommendations?

Products: This sequence of studies has been designed to develop and validate the following products: 1) a validated observational procedure for assessing children's social interactions, deportment, and engagement behaviors in school and home contexts; 2) an ecobehavioral strategy for identifying variables associated with children's follow-up status following early intervention; 3) new research insights into the individual and collective contributions of school and home variables on children's long-term status; 4) a set of potential strategies for improving children's follow-up status by manipulating ecobehavioral contexts; 5) a manual for direct care staff that covers the essential contexts, scope, and instructional parameters for instituting effective follow-up environments; and 6) a model that other researchers may employ to examine follow-up status.

Grant Number: H324C000061

A Study of the Impact of Vermont's Equal Educational Opportunity Act on Special Education Service Delivery and Expenditures

Project Director: Hasazi, Susan Brody; Furney, Katharine S.
University of Vermont
499B Waterman
Burlington, VT 05405
Voice: 802-656-1354; *Fax:* 802-656-2702
E-mail: shasazi@zoo.uvm.edu

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: This three-year study will explore the ways in which the service delivery and expenditures associated with special education and other support services in ten schools in Vermont are being affected by the implementation of recent state legislation focused on equalizing general education funding and education opportunities, and will determine whether or not a relationship exists between funding changes and performance of students with and without disabilities on state standards-based assessments.

Method: The legislation—known as the Equal Educational Opportunity Act of 1997, or Act 60—has received national attention for its efforts to equalize opportunities for students through the following: 1) "financial provisions," which redistribute state funds for general education to ensure financial equity across school districts; and 2) "quality components," which establish state standards for curriculum and assessment and require schools to engage their communities in developing local action plans to improve student performance. Three substudies will be conducted within a multi-faceted research design incorporating qualitative and quantitative research methods. In Substudy 1, multiple site visits employing qualitative research methods will be conducted for the purpose of identifying and describing the impact of Act 60 on the design, delivery, and costs of special education and other support services. Visits to each of the ten sites will include individual interviews with selected local administrators and teachers; group interviews with teachers, parents, and paraeducators; reviews of relevant documents; and classroom and meeting observations. In Substudy 2, a program and expenditure analysis will be conducted for the purpose of analyzing quantitative data related to the delivery and costs of special education and other support services at each of the ten sites. The analysis will include data from five years: the year prior to implementation of Act 60 (1996-97), and the first four years of Act 60's implementation. Substudy 3 will study the participation and performance of students with and without disabilities on state standards-based assessment measures across 10 sites. Data will be collected during Years I and II and will be analyzed to determine whether or not relationships exist between student performance and changes in levels of state funding, and the extent to which students with disabilities are included in state standards-based assessments. The study's activities will be guided by an advisory board including parents and consumers.

Products: Findings and conclusions will be widely disseminated through a Policy Forum, co-chaired by the State Director of Special Education, as well as through a variety of activities designed to reach policy makers, stakeholders, and researchers at the state and national levels.

Grant Number: H324C000072

Turning Point Effects for Students with and without Disabilities Who Are Involved in School Disciplinary Actions

Project Director: Morrison, Gale M.
University of California - Santa Barbara
Graduate School of Education
Santa Barbara, CA 93106-9490
Voice: 805-893-4175; *Fax:* 805-893-7264
E-mail: gale@education.ucsb.edu
Website: http://www.education.ucsb.edu/turningpoints

Beginning Date: 6/01/00
Ending Date: 5/31/03

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: Students with disabilities are vulnerable to involvement in school disciplinary processes that have questionable effectiveness in terms of changing problem behavior. Zero-tolerance policies, in particular, provide little guidance for students to change negative patterns of behavior and are likely to exacerbate the problems that these students experience. Therefore, educators need to understand negative trajectories of behavior that lead to repeated involvement in school discipline. Information is needed about individual and contextual (special education, discipline, family responses) influences that contribute to positive or negative trajectories. In particular, which of these influences, otherwise known as "turning points", help students avoid future problems? The study uses the research traditions of risk and resiliency, developmental trajectories of behavior, and turning point effects as a framework for understanding student (both with and without disabilities) pathways through the school discipline process.

Method: Qualitative and quantitative data collection will be focused on delineating individual and system factors that influence trajectories and turning points. Individual temperament and the systems effects of special education and school discipline strategies will be the focus of data collection.

Products: The results of this project will inform special educators about the individual competencies and system interventions that are needed to help students with and without disabilities to begin positive behavioral trajectories. Behavioral planning will be facilitated by increased knowledge about how to fit student characteristics with school, discipline options, and family support.

Grant Number: H324C000091

Examining the Validity of Functional Behavioral Assessment: Listening to Teachers, Parents, and Students with Serious Emotional Disturbance

Project Director: Stage, Scott A.; Cheney, Douglas; Neel, Rick
University of Washington
322 Miller Hall, Box 353600
Seattle, WA 98195-3600
Voice: 206-616-6371; *Fax:* 206-543-8439
E-mail: sstage@u.washington.edu; dcheney@u.washington.edu

Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: Functional behavioral assessment (FBA) is a new requirement of IDEA '97 for students who exhibit challenging behavior. Research on the validity of FBA procedures in public education settings is extremely important to ensure efficacious treatment for consumers. In this study, 30 students with emotional disturbance will receive interventions based on FBA, and 30 students with emotional disturbance will receive interventions based on behavior consultation (BC). The absolute priorities of preparing procedures, findings, and dissemination will be demonstrated through a series of validity studies.

Method: The content validity of commonly used FBA instruments will be determined. The convergent validity of interviews, descriptive behavioral observations, rating scales, and checklists administered to parents, teachers, and students will be established by analyzing verbal evaluations and paper-and-pencil evaluations administered to parents, teachers, and students with emotional disturbance during each phase of treatment. The criterion validity of the treatment implementation will be assessed using a single-subject ABAB design for each student. The treatment validity will be determined by comparing the effect size between FBA and BC treatment outcomes. In addition, the habilitative validity will be determined by correlating the treatment effect size with disciplinary actions taken with the students with emotional disturbance.

Products: In addition to written products for publication, training in the FBA procedures will be disseminated to local school personnel, educational service districts, national conferences, and parents.

Grant Number: H324C000105

The Special Education & Reading Interface: Supporting Coordinated Statewide Reform

Project Director: Parker, Richard I.; Hasbrouck, Jan E.
Texas A&M University
Dept of Educational Psychology
College Station, TX 77843
Voice: 979-845-7505
E-mail: rparker@tamu.edu

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project will conduct applied, policy-focused research into the special education/reading interface. This project responds to two invitational priorities: #1: "over- and under-identification of children with disabilities", and #3: "studying and improving alignment and compatibility of general and special education reforms" by studying eligibility and instruction in reading for students with learning disabilities and highlighting findings for Hispanic and African-American children.

Method: Texas A&M University researchers will collaborate with state-level special and general education decision-makers to: 1) conduct a broad survey of reading and special education issues across all 1,222 Texas school districts; 2) collect detailed student-level data from site visits in strategically selected districts; 3) summarize and present results for policy and programmatic decisions; and 4) disseminate findings within and beyond Texas.

Products: Although the research is based in Texas, its impact will be national, because of Texas' past leadership in statewide reform efforts, and because many of its challenges are common to all states, such as growing numbers of children who are culturally/linguistically diverse, shortages of qualified teachers, and problems of urban decay and rural scarcity of services.

Grant Number: H324C000107

Preventing Children with Emotional/Behavioral Problems from Developing Emotional Disturbances: Personal Responsibility Training (PRT)

Project Director: Young, K. Richard; Fischer, Lane
Brigham Young University
Public School Partnership Provo School District
Center for Improvement Teacher Ed & Schooling, 237 MCKB
Provo, UT 84602-5095
Voice: 801-422-4962; *Fax:* 801-378-4017
E-mail: richard_young@byu.edu
Website: http://www.usoe.k12.ut.us/goals2000/Showcase%20Items/byu.htm

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses the need for research on prevention strategies used with elementary students who are at risk for emotional disturbances. The project will examine the extent to which the Personal Responsibility Training (PRT) Curriculum increases the acquisition and generalization of responsible social behaviors of inner-city students via self-management.

Method: Twenty-four classes (approximately 900 students) representing four elementary schools will participate in focus groups to validate the previously identified categories of target behaviors to be taught using the PRT curriculum. Target behaviors will also be validated in a descriptive study. The prototype of the PRT curriculum will be field-tested during the first year in an elementary school using two methods of analysis: 1) a multiple baseline design across four classrooms, and 2) within each classroom using a multiple baseline across three behavioral response classes. In Year 2, the main field test will take place in two elementary schools using pre/post-test design between randomly assigned classes with a multiple baseline design across classes nested within the treatment condition. Booster sessions will be conducted and follow-up data collected. During Year 3, the final version will be tested in an exportability study in a fourth elementary school. Boosters will be conducted again and follow-up data collected.

Products: Project findings and information regarding materials will be disseminated through World Wide Web sites. Manuscripts will be submitted for publication in professional journals and workshops will be presented at national, state, and local conferences. The project dissemination plan will focus on reaching multiple audiences including educators, parents, and others interested in effective practices of self-management and social competence.

Grant Number: H324C000114

Teacher-Researcher Partnerships to Promote Success in Inclusive High School Science and Social Studies Classes

Project Director: Mastropieri, Margo
George Mason University
Helen A. Kellar Center for Human Disabilities
4400 University Drive
Fairfax, VA 22030-4444
Voice: 703-830-4894; *Fax:* 703-993-2013
E-mail: mmastrop@gmu.edu

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Helen Thornton
Voice: 202-205-5910
E-mail: helen.thornton@ed.gov

Purpose: This project will develop teacher-researcher collaborative partnerships to design, implement, and field test instructional practices for high school-aged students with disabilities in inclusive science and social studies classes. This project is intended to improve academic performance and access to the general education curriculum for students with disabilities. Access to curriculum can lead to improved standard-based learning, postsecondary education experiences, and enhanced quality of life for individuals with disabilities.

Method: The project involves building teacher-researcher partnerships to design and implement effective strategies based upon previous research. Major research-based practices that will be modified to meet the needs of high school-aged students and teachers include peer mediation, comprehension strategy instruction, content enhancements, test-taking skills, and parent involvement. In the first year, the project will develop the teacher-research partnership model and carefully study and document its implementation through a series of case studies. In the second year, a large-scale randomly assigned experimental study will further test the model. During the third year, a replication and extension study will be implemented based upon feedback from previous years.

Products: Approximately, 1,200 students (including 300 students with disabilities), their parents, and 80 general and special education teachers will be involved as participants and will directly benefit from the three-year project. Dissemination efforts will provide local, state, and national impact for the model of teacher-researcher partnerships to promote inclusive learning. Products including case studies, research reports, training manuals, and World Wide Web pages will be developed for practitioner, parent, researcher, and policy audiences.

Grant Number: H324C000116

The Sustainability of Family-Centered Practices Project

Project Director: Trivette, Carol M.; Dunst, Carl J.
Orelena Hawks Puckett Institute
128 S. Sterling St.
Morganton, NC 28655-2277
Voice: 828-432-0065; *Fax:* 828-432-0068
E-mail: trivette@puckett.org; dunst@puckett.org

Beginning Date: 10/02/00
Ending Date: 9/30/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: The Sustainability of Family-Centered Practices Project will examine: 1) the extent to which family-centered practices have been sustained in early intervention programs across the country that received training, and 2) the factors that have influenced and supported the sustainability of these practices where they occur.

Method: This research project will include two separate studies, and the findings from the first study will guide the work of the second study. A modified case study methodology will be used in both studies with individual early intervention programs as the unit of analysis. Study 1 and Study 2 will each contain 12 cases (early intervention programs). In Study 1, three constructs (state-level policies and practices, program-level policies and practices, and practitioner factors) will be investigated to determine how they have influenced the sustainability of family-centered practices. The factors to be investigated in Study 2 will be determined from the results of Study 1. The program participants will be selected from early intervention programs that participated in an intensive on-site family-centered training project, the Family Enablement Outreach Training Project, which provided training to over 50 Part C (then called Part H) programs in over 25 states. The programs to participate in the Sustainability Project will be chosen based on evaluation data from the Family Enablement Project, which includes the level of responsiveness to the training and the level of change or adoption that was made in family-centered practices at the end of training.

Products: The project will ensure that the results are widely disseminated to direct service staff, administrative personnel, and decision makers whose efforts and decisions impact upon preschool children who are developmentally disabled and their families. The results will provide better understanding of: 1) the extent to which family-centered practices have been achieved and undergone adaptation and change over time; 2) the type and extent of support needed during implementation to support change; and 3) the degree to which consistency of the lead agency, site leadership, and staff and policy requirements influence the sustainability of practices.

Grant Number: H324C000127

Deaf and Hard-of-Hearing Students: Mathematics Problem Solving Success and Strategies with Signed Story Problems

Project Director: Pagliaro, Claudia
University of Pittsburgh
School of Education
4F28 W. W. Posvar Hall
Pittsburgh, PA 15260
Voice: 412-624-7251; *Fax:* 412-648-7081
E-mail: pagliaro@pitt.edu

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This project will develop a framework for teachers of deaf and hard-of-hearing students to increase their knowledge of specific details regarding the relationship between arithmetic story problems and problem-solving strategies of these students. Since no such framework exists for the particular needs of this group, the project will enable deaf education teachers to better align their instruction with current reforms in the mathematics curriculum.

Method: Through interviews that present signed arithmetic story problems to primary-level deaf and hard-of-hearing children, the project will investigate students' problem-solving strategies and the relationship of their strategies and success to the different problem types. Findings will be compared to the general education framework. Research design is based on well-documented and robust information about these relationships developed within general education research and informed by work done by project staff within deaf education that has identified aspects of sign language that indicate an improvement in students' problem-solving processes.

Products: The project will contribute to the development of theory, knowledge, and practice in the field of deaf education by helping to improve the quality of mathematics instruction to deaf and hard-of-hearing students and to increase the students' problem solving skills and mathematics achievement. By developing a framework, it will help fill the void in research regarding deaf children's problem-solving strategies and expand what is known in mathematics education regarding the relative difficulty of story problems and student solution strategy choice. Study results will be disseminated at participating schools and through national conferences.

Grant Number: H324C000131

The Effectiveness of Embedded Instruction in Supporting Students with Severe Disabilities in General Education Classes

Project Director: McDonnell, John
University of Utah
Dept of Special Education
1705 E. Campus Center Dr., Room 221
Salt Lake City, UT 841129253
Voice: 801-585-0557; *Fax:* 801-585-6476
E-mail: McDonnell@GSE.UTAH.EDU
Website: http://www.ed.utah.edu/sped/inclusn.htm

Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: The project will extend the current research base on embedded instruction as a strategy for supporting the education of students with severe disabilities in general education classes. By doing so, the project will promote improved alignment and compatibility of general and special education reforms concerned with curriculum and instruction.

Method: The project has the following five objectives: 1) conduct two studies examining the effectiveness of embedded instruction in general education classes; 2) conduct a series of three studies comparing the relative effectiveness of antecedent prompting strategies; 3) conduct one study comparing the effects of two trial distribution schedules; 4) conduct two studies comparing embedded instruction and traditional massed practice teaching formats; and 5) develop a procedural guide designed to assist general and special educators to design and implement embedded instruction for students with severe disabilities.

Products: The results, findings, and conclusions of the research studies will be disseminated to researchers, individuals with disabilities, and their parents through a variety of print and electronic media and through presentations at state and national professional conferences.

Grant Number: H324C000136

Impact of Retention in Grade on Children with Mild Disabilities and/or Low Achievement

Project Director: MacMillan, Donald L.; Gresham, Frank M.;
Bocian, Kathleen M.; Beebe-Frankenberger, Margaret
University of California - Riverside
200 Univ. Office Bldg.
Riverside, CA 92521-0217
Voice: 909-787-3578; *Fax:* 909-787-3426
E-mail: donald.macmillan@ucr.edu; frank.gresham@ucr.edu;
edfmg@ucrac1.ucr.edu; katb@pop.ucr.edu
Website: http://www.education.ucr.edu/research

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: This project addresses the problems of over-identification and under-identification of children with disabilities and ways of promoting improved alignment and compatibility of general and special education reforms. The project is responsive to California's recently enacted policy prohibiting social promotion and examines the extent to which children recommended for retention in grade are simultaneously eligible for special education services.

Method: Prior research addressing characteristics of children retained in grade identified factors closely resembling those characterizing children with mild mental retardation, learning disabilities, emotional disturbance, and attention deficit hyperactive disorder — that is, they are male, exhibit problem behaviors coupled with low achievement, are disproportionately minority students, and come from disadvantaged homes. The project will select a total sample of 300 students in second grade from three school districts serving students coming from low- and middle-class families with considerable ethnic diversity, and stratified as follows: retained in grade, low-achieving promoted, and regularly promoted. Using research-based diagnostic criteria, the participants will be assessed to establish eligibility as having emotional disturbances, learning disabilities, mild mental retardation, or attention deficit hyperactive disorder. The project will establish the magnitude of undetected mildly disabled students among the retained group, examine the short- and long-term consequences of retention in grade (and whether they differ for mildly disabled students), and describe and evaluate the efficacy of supplemental instruction provided to retained students.

Products: The project corrects flaws in previous research on retention and extends the range of outcomes to include socioemotional factors, thereby enhancing the potential impact of the work by informing practice, policy, and research in the alignment of general and special education reform.

Grant Number: H324C010007

Elementary and Middle School Children with Fragile X Syndrome

Project Director: Bailey, Don
University of North Carolina - Chapel Hill
FPG Child Development Institute
CB# 8180
Chapel Hill, NC 27599-8180
Voice: 919-966-4250; *Fax:* 919-966-7532
E-mail: don_bailey@unc.edu
Website: http://www.fpg.unc.edu/~fx

Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project will continue a longitudinal study of students with Fragile X syndrome (FXS), in order to examine their transition to early adolescence.

Method: A sample of 66 students, who have been followed since the preschool years, will be studied during the late elementary and middle school grades, beginning with fourth grade and extending through eighth grade. The study focuses on three primary outcomes: skills (the extent to which students with FXS develop academic and adaptive skills necessary to function in school and the community), membership (the extent to which students with FXS participate in and feel a sense of belonging to school and community groups), and relationships (the extent to which students with FXS develop a wide range of social relationships with other children). The study will examine the interrelationships among these outcome domains longitudinally over five years, and study how child, family, and school variables account for variation in these outcomes.

Products: The project will publish results in peer-reviewed literature; make findings available on a Website; disseminate findings through state, national, and international conferences; develop a semi-annual brief to be distributed to parents and schools participating in the project; and continue efforts at public awareness about FXS.

Grant Number: H324C010037

Costs, Quality, and Outcomes of Preschool Inclusion

Project Director: Odom, Samuel L.
Indiana University
School of Education
Wright Education Bldg., Room 3234, 201 N. Rose Ave.
Bloomington, IN 47405-1006
Voice: 812-856-8174; *Fax:* 812-856-8116
E-mail: slodom@indiana.edu
Website: http://php.indiana.edu/~ajflynn/cqohome.html

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This research project will examine the relationships between program costs, program quality, and outcomes for preschool-age children with disabilities and their families enrolled in inclusive programs. Three organizational models for preschool inclusion will be examined: community-based itinerant, Head Start, and public school.

Method: Extensive information will be collected in 18 programs (with three to ten classrooms per program, depending on the model) and will involve 180 children and families. Developmental measures, goal attainment scaling, assessment of friendships and peer social acceptance, and family assessments will document the outcomes of inclusive programs. An environmental rating scale, an ecobehavioral observational measure, and an assessment of the quality of inclusion will be used to measure quality of the programs. Cost measures will document dollar costs per child. Hierarchical linear modeling will be used to examine the relationship between quality of programs and outcomes for children and families, as well as the differential costs for higher and lower quality programs.

Products: The project will examine the individual contributions that quality of the early childhood setting and quality of inclusive practices make to outcomes for children with disabilities and their families. It will provide a statistical and conceptual model for understanding the relationship between cost and quality and how they are associated with outcomes for children and families. Project information can be used to guide families, teachers, and local program administrators in selecting placements and designing quality improvements of inclusive preschool programs for young children with disabilities. Project results will be disseminated via journal articles, a project Website, a policy alert with recommendations regarding cost-effective strategies, and conference presentations.

Grant Number: H324C010040

Evaluation of Emerging Alternate Assessment Practices

Project Director: Browder, Diane; Flowers, Claudia
University of North Carolina - Charlotte
9201 University City Blvd.
Charlotte, NC 28223-0001
Voice: 704-687-4012; *Fax:* 704-687-2916
E-mail: dbrowder@email.uncc.edu
Website: http://www.uncc.edu/aap

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: University of North Carolina at Charlotte has developed this comprehensive research project to evaluate the emerging nationwide practices in alternative assessment. The research project will focus on three primary questions: 1) what are the curricular implications of states' standards in alternate assessments?; 2) what variables influence outcomes on alternate assessments?; and 3) what has been the impact of the alternate assessment on educational programs and stakeholders?.

Method: Multiple methods of inquiry will be used to answer each question of this research project, employing both qualitative and quantitative research designs. At each stage of inquiry, a project advisory council will provide stakeholder input on the design and interpretation of findings. Researchers in severe disabilities and general education will also participate in reviewing the standards to analyze their alignment with curricular foci.

Products: The information obtained will be useful in making decisions about how to implement and use outcomes in state accountability systems, how to develop meaningful curriculum for students with severe disabilities, and resources needed for both student achievement and the alternate assessment process.

Grant Number: H324C010043

Transition to Independence Process (TIP) Study: Preparing and Facilitating Transition into Adulthood for Students with EBD

Project Director: Clark, Hewitt B.
University of South Florida
Louis de la Parte Florida Mental Health Institute
13301 Bruce B. Downs Blvd.
Tampa, FL 33612-3807
Voice: 813-974-6409; *Fax:* 813-974-6257
E-mail: clark@fmhi.usf.edu
Website: http://tip.fmhi.usf.edu/

Beginning Date: 8/01/01
Ending Date: 7/31/04

OSEP Contact: Patricia Gonzalez
Voice: 202-260-4606
E-mail: patricia.gonzalez@ed.gov

Purpose: This research will replicate the implementation of the Transition to Independence (TIP) system, which prepares and facilitates the transition of students with emotional and behavioral disabilities (EBD) into emerging adult roles. The project will research the implementation and effectiveness of the TIP system through a time-series experimental design with a comparison group, and will disseminate the system implementation and student outcome findings from the study.

Method: The TIP system will be implemented at three secondary schools in a large culturally diverse metropolitan area, through a process of planning with teachers, parent and community representatives, and transition facilitators. Thirty to forty eligible students will be selected randomly from each school's pool of ninth, tenth, and eleventh grade students with EBD. All of the selected students will be interviewed at entry to the study to secure baseline data and quarterly thereafter using a battery of instruments to assess their emotional/behavioral status, progress across each of the transition domains, services received, and their satisfaction with the helpfulness of these services. Parents will be interviewed every six months. Qualitative and checklist measures will be used to assess and guide the implementation of the TIP system in each school setting.

Products: The study will contribute to knowledge regarding the feasibility and effectiveness of providing individualized services and supports focused on preparing students with EBD for transition. Findings will be used to revise personnel training and technical assistance materials. Findings will be disseminated through professional presentations, newsletters, journal publications, and a Website.

Grant Number: H324C010055

Creating a Progress Measurement System: Preparing Secondary Students with Disabilities for Success on Standards Tests

Project Director: Espin, Christine; Wallace, Teri
University of Minnesota
Institute on Community Integration
204 Burton Hall, 178 Pillsbury Dr., SE
Minneapolis, MN 55455-0223
Voice: 612-626-0352; *Fax:* 612-624-6083
E-mail: espin001@tc.umn.edu; walla001@umn.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: The long-range goal of this project is to improve the compatibility and alignment between special and general education by providing teachers, parents, and students with tools that can help them to make individualized decisions regarding student participation in high-standards curriculum and testing. This will be achieved by developing and implementing tools that can be used to establish and monitor student performance towards levels of success on statewide standards testing in reading and written expression. The study will test the hypothesis that implementation of systematic procedures to establish and monitor student performance will lead to improved teacher instruction, improved student performance in reading and written expression, and increased rates of success on state standards tests.

Method: The project will develop measures of performance that validly and reliably predict student performance on statewide tests in reading and written expression; develop and implement a system for teacher implementation and use of the tools in reading and written expression; determine teachers', parents', students', and administrators' opinions of the most effective use of the information gathered through systematic progress monitoring; and determine the effects of systematic progress monitoring on students' performance in reading and written expression and on rates of success on state standards tests.

Products: The project will provide a Web-based vehicle for systematic decision-making, which is expected to lead to improved learning and performance of students with learning disabilities and of those who struggle with the basic requirements of reading and written expression. The project will disseminate packets describing the methods and procedures used to establish district levels of performance for success and that describe the development of monitoring procedures. A "help-line" will be set up via the Web so districts can email their questions and concerns to project personnel for advice. Project results will be disseminated via presentations at national and international conferences and via articles in leading journals.

Grant Number: H324C010062

The Community Education Project to Enhance Learning for Elementary School Students with Disabilities

Project Director: Humphries, Tracy
Orelena Hawks Puckett Institute
128S Sterling St.
Morganton, NC 28655-3441
Voice: 828-255-0470; *Fax:* 828-255-9035
E-mail: thumphries@puckett.org

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This study will evaluate the use of typical community activities as sources of educational opportunities for children with disabilities (ages 6 to 10 years) to reinforce their learning of the standard educational curriculum.

Method: The study will: 1) examine the types and range of community activities that serve as educational opportunities for children with disabilities; 2) identify the characteristics of community participation associated with successful involvement; and 3) describe the benefits for children, families, and community participants associated with children's participation in community activities. Emphasis will be placed on the transfer of knowledge and skills learned in school and applied in a variety of community contexts. The study participants will be 150 children with disabilities (50 during each year of the study) who receive special education services in the Asheville City, Buncombe County, and Burke County School Systems in western North Carolina school systems, along with their parents and teachers. Promoting child participation in typical community activities will involve: 1) identification of community activities that can serve as learning opportunities to reinforce what is learned in the classroom; and 2) procedures for building community capacity to involve children with disabilities in community activities. Asset assessment (parents, children, and community people) will be used to build community capacity and to promote community participation. Dependent variables will include child engagement, performance and competence, and academic achievement and teacher use of community activities for enhancing classroom learning.

Products: Project findings will be disseminated so as to have impact on practices within the fields of child development and education, including special education. Target audiences for dissemination of information, products, and research findings are the key stakeholders that influence and participate in the child development and special education fields including: parents of children with disabilities, practitioners working with children with disabilities, program directors, professional development providers, researchers, policy makers, and the public at large.

Grant Number: H324C010067

Longitudinal Study of Early Locomotive Training in Infants with Down Syndrome and Infants At Risk for Cerebral Palsy

Project Director: Ulrich, Dale A.
University of Michigan
Down Syndrome Center
401 Washtenaw Ave.
Ann Arbor, MI 48109-2214
Voice: 734-936-2607; *Fax:* 734-936-1925
E-mail: ulrichd@umich.edu

Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will evaluate the effects of increasing the intensity of the treadmill procedures on the onset of independent walking of infants with Down syndrome (DS). The project also will initiate the science needed to study the ontogeny of treadmill stepping in infants at risk for cerebral palsy (CP).

Method: The project will evaluate the effects of treadmill training on physical stamina of infants with DS as measured by level of physical activity, body composition, gross motor skill development, dynamic balance, speed of walking, walking quality, and the ability to adapt to small objects in the environment while walking. Given the consistent results in the literature suggesting the benefits of locomotion in further cognitive and social development, the project will examine the relationship between locomotive, cognitive, and social skills. These measures will be evaluated at onset of walking and after the child with DS has acquired one year of walking experience. This project also will follow a group of 19 infants at risk for cerebral palsy (CP) beginning at eight months of age until they are 24 months of age. The project will record a series of measurements bimonthly, including: response on the treadmill; level of physical activity for a period of 24 hours; level of motor skill development; level of spasticity; hip, knee, and ankle range of motion; cognitive and social skills; and physical growth. These longitudinal measurements will allow project staff to determine: if and when infants at risk for CP respond to the treadmill; the developmental trajectory of their response; what developmental factors, including physical and cognitive, are related to their response patterns; and whether their pattern of response provides information useful for predicting a diagnosis of CP and the onset of walking.

Products: The results will provide information needed to determine if and when the treadmill intervention program could be utilized with infants at risk for CP.

Grant Number: H324C010090

Study of Cultural and Linguistic Diversity and Disability Factors Related to Successful Transition to Postsecondary Education and Post-School Adjustment

Project Director: Stodden, Robert A.
University of Hawaii
University Affiliated Program
1776 University Ave., UA4-6
Honolulu, HI 96822
Voice: 808-956-9199; *Fax:* 808-956-5713
E-mail: stodden@hawaii.edu
Website: http://www.cld.hawaii.edu

Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Debra Price-Ellingstad
Voice: 202-260-2121
E-mail: debra.price-ellingstad@ed.gov

Purpose: This study will examine: 1) what specific factors support the academic success of culturally and linguistically diverse (CLD) youth with disabilities in high school resulting in successful access to and participation in postsecondary education programs; 2) what contextual factors in high school support the educational success of CLD youth with disabilities resulting in successful participation in postsecondary education; and 3) how high schools and other service providers effectively support CLD youth with disabilities to successfully transition into postsecondary education.

Method: The project will use consumer-driven participatory action research (PAR) to conduct four research activities, each building sequentially upon the other. Research activities will include: a literature search and synthesis, a nationally representative survey, focus groups, and in-depth case studies. The research is designed to tap the expertise of CLD youth with disabilities who have successfully accessed and participated in postsecondary education, thereby yielding valuable information on key factors supporting the successful transition of CLD youth with disabilities. The research will be conducted by the University of Hawaii at Manoa's Center on Disabilities Studies in collaboration with University of Alabama at Tuscaloosa, University of Washington, Northern Arizona University/University of Alaska, and Ohio State University. Each research site will focus on one or two CLD groups, including African-American, Hispanic-American, Native American/Alaskan, and Americans of Asian and Pacific Island descent.

Products: Research results and recommendations will be summarized in a variety of accessible formats tailored for a range of audiences and disseminated through an extensive national network that includes OSEP-funded centers.

Grant Number: H324C010091

A Longitudinal Study of Co-Morbid Disorders in Children and Adolescents

Project Director: Montague, Marjorie
University of Miami
School of Education
PO Box 248065
Coral Gables, FL 33124-2040
Voice: 305-284-2891; *Fax:* 305-284-3003
E-mail: mmontague@miami.edu

Beginning Date: 11/01/01
Ending Date: 10/30/06

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This study will conduct a five-year follow up of an OSEP-funded study of 115 children identified when they were in kindergarten or first grade as at moderate or high risk for developing emotional and behavioral disorders. These children will be in middle school and high school for the five years of this study.

Method: Of the original 115 students, 104 have been located in 42 different schools in the district. The research will determine the presence and levels of learning, emotional, behavioral, and attention problems, depression, and substance abuse among adolescents who were identified during primary school as at risk for developing EBD. The developmental progression of these students will be studied using growth curve modeling. Analysis will yield a comprehensive model of early prediction as well as describe constellations and hierarchies of risk and protective factors with respect to increasing and decreasing levels of learning and attention disorders, disruptive behavior, depression, and substance abuse and their co-morbidity.

Products: Results will further knowledge of early indicators of learning and disruptive disorders, depression, and substance abuse and risk for these disorders; contribute to the accumulating literature base on the multidimensional nature of these disorders and the long-term impact on children exposed to the identified risk factors; further inform mental health professionals, educators, and policymakers about the long-term outcomes for children identified early as at risk for EBD; and have implications for public health policy and prevention/intervention programs for these at-risk children.

Grant Number: H324C010113

Identification and Provision of Services to Students with TBI in Public Schools

Project Director: Todis, Bonnie
Western Oregon University
Teaching Research Division
99 West 10th Avenue, Suite 370
Monmouth, OR 97361-1394
Voice: 541-346-0595; *Fax:* 541-346-0599
E-mail: bonniet@oregon.uoregon.edu

Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This project will track educational outcomes for students with Traumatic Brain Injury (TBI) and will develop a theory of how special education referral, identification, and placement decisions affect success in school for these students.

Method: The project will select a sample of 120 students with TBI, with equal numbers of subjects representing a range within three crucial characteristics: eligibility under IDEA, severity of disability, and parent perception of school program. Students will be tracked both retrospectively and prospectively. Each student's family will complete a set of measures: demographic, socioeconomic status, level and type of special education services, level and type of social service support, level of family support, employment, and education. These measures will be repeated at six-month intervals each year of the project. Data will be summarized descriptively to identify patterns that typify how students with TBI are served. This in turn will lead to theory development and the potential for conducting statistical tests of difference across outcome variables of interest. To gain a greater understanding of how service delivery decisions affect success in school for these students, the project will also collect qualitative data on a subset of subjects, who will be studied intensively through interviews and observations.

Products: The detailed, longitudinal information about the experiences of students with TBI will be useful to educators and medical personnel throughout the country. Educators, students with TBI, and their families will benefit from information about the efficacy of special education services to students with TBI. In addition, the study will yield information, through the qualitative component, about specific features of these services and details of their implementation that enhance their effectiveness. Project results will be disseminated through communication with the Regional Resource Centers, presentations at professional conferences, newsletter articles, and other publications.

Grant Number: H324C010125

Parent Involvement in Public School Programs for Young Children with Autism

Project Director: Benson, Paul R.; Siperstein, Gary N.
University of Massachusetts - Boston
Center for Social Dev. and Education
100 Morrissey Blvd.
Boston, MA 021253393
Voice: 617-287-7255; *Fax:* 617-287-7249
E-mail: paul.benson@umb.edu; gary.siperstein@umb.edu

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: Educators have increasingly come to view parent involvement as an essential component of public school programs for children with autism. Despite its importance, parent involvement may be difficult to achieve given autism's severity and the challenges associated with parenting such a child. Thus, educators are faced with a dilemma—how can schools actively engage parents in the education of their autistic child so that child benefits are maximized, while negative effects on the family are avoided or minimized? This research project will address this question through a conceptual model that views parent involvement as a process involving both the parents' decision to participate in their child's education and their ability to sustain involvement over time. Drawing from ecocultural studies of family adaptation to childhood disability, the model places special emphasis on the ability of parents to carry out involvement activities within the context of the daily family routine.

Method: A three-year prospective longitudinal study is proposed involving the families of 120 children with autism or Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), ages three to six, entering public school programs. Data will be collected from parents (using questionnaires and interviews), school staff (using questionnaires), and the child's school records. In addition, data on a number of outcomes relating to both the child with autism and the family will be gathered at the end of each school year.

Products: The results of the study will provide educators with information that will enable them to more fully appreciate the variety of supportive roles parents can play in the education of their children with autism. In addition, study findings will serve to sensitize educators to potential obstacles standing in the way of parents becoming involved and staying involved in their child's educational program.

Grant Number: H324C010132

Translating Social-Cognitive Research into Practice: The Development and Validation of a Social-Cognitive Assessment and Instructional Planning Resource (SCAIPR) for Children with Mental Retardation

Project Director: Siperstein, Gary N.
University of Massachusetts - Boston
Center for Social Development & Education
100 Morrissey Blvd.
Boston, MA 021253393
Voice: 617-287-7250; *Fax:* 617-287-7249
E-mail: gary.siperstein@umb.edu

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: Careful assessment of the social-cognitive skills of children with mental retardation is needed to provide the necessary foundation for instruction to improve these children's social functioning. This project will translate the current research in the field of social cognition into a social-cognitive assessment instrument and instructional planning resource that will provide teachers with accessible tools for assessing the social-cognitive skills of children with mental retardation and planning individualized instruction.

Method: The development and validation of the social-cognitive assessment instrument will be carried out over a 3-year period, involving approximately 1600 elementary students, of whom 250 will be students with mental retardation. A series of six steps will be carried out, including: identification of social scenarios, calibration of items, confirmation of calibration, assessment of test reliability, assessment of group differences, and assessment of the relationship to other measures.

Products: The Social-Cognitive Assessment and Instructional Planning Resource will greatly improve existing assessment and instructional practices by enabling teachers to identify specific areas of weakness that are contributing to a child's social difficulties, formulate instructional objectives of a social nature, and plan child-specific instructional interventions that will address each child's deficiencies.

Grant Number: H324C010142

Longitudinal Study of Academic and Social Integration on Progress of Deaf/Hard-of-Hearing Students in General Education Classes in Public Schools

Project Director: Antia, Shirin
University of Arizona
Dept. of Special Ed, Rehab, & School Psych
Box 210069
Tucson, AZ 85721-0069
Voice: 520-621-0944; *Fax:* 520-621-3821
E-mail: santia@u.arizona.edu

Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This project will: examine the extent to which deaf and hard of hearing (D/HH) students, attending general education classrooms in public schools, are academically and socially integrated; track the academic and social progress of these students over a five-year period; identify the school and classroom factors, as perceived by parents, administrators, teachers, and students, that facilitate or inhibit integration and progress of these students; and provide an efficient battery of valid and reliable instruments that can be used by programs to evaluate the academic and social status of D/HH students in order to make decisions regarding the intensity and quality of services.

Method: This research is a collaborative project involving the University of Arizona, the University of Northern Colorado, the Arizona State School for Deaf and Blind, and the Colorado Department of Education. Data will be obtained annually for 250 D/HH students in grades 3-8 who attend general education classrooms for three or more hours each day. To examine academic status, the project will obtain normative data on reading, writing, and math from academic achievement tests; data on classroom academic standing from the students' general education teachers; and information from students regarding their perceptions of classroom participation. To examine social integration, the project will obtain social skills and classroom behavior ratings from teachers and students. Detailed longitudinal case studies, using interviews and observation, will be completed for a subset of 25 students to obtain an in-depth understanding of the specific service, school, and classroom variables that affect their status and progress.

Products: The project will result in data as well as tools that programs can use to assess the status and progress of individual D/HH students in public schools and also to evaluate and justify specific services provided by special education programs. The data collected will assist in the development of, and be incorporated into, program accountability systems in Arizona and Colorado. The data will also be used to diagnose academic and social strengths and problems of individual students, allowing teachers to intervene appropriately. Project information will be disseminated to teachers, administrators, policymakers, professionals in special education, and the general public through reports, workshops, Website development, journal articles, and conference presentations.

Grant Number: H324C010147

An Outcomes-Based Approach to Evaluating Service Coordination Models

Project Director: Roberts, Richard N.
Utah State University
Center for Persons with Disabilities
6580 Old Main Hill
Logan, UT 84322-6580
Voice: 435-797-3346; *Fax:* 435-797-2019
E-mail: richr@cpd2.usu.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This study will identify those service coordination strategies that best support service system efficiency and child and family quality of life. It will investigate current Part C coordination models, particularly in terms of child and family outcomes as well as costs associated with different models.

Method: Three service coordination models will be evaluated. The models include: 1) an "independent" model, located in Maine and Arizona; 2) a "combined-roles" model in Utah and New Mexico; and 3) a "one-stop shopping" model located in Washington state and Ohio. A total of 210 children (birth to 3 years) with disabilities and their families will be recruited from the six communities. A variety of qualitative and quantitative methodologies will be used: 1) collection of cost data and rating scales associated with the services provided within the three models; 2) community- and state-level interviews and document reviews; 3) ecocultural interviews focusing on child and family adaptations to family functioning and inclusion in the community; 4) family self-report surveys concerning well-being, quality of life, empowerment, access to services, and satisfaction with services; 5) child function; and 6) descriptive information of the coordination strategies in place.

Products: Products from the study will include: 1) an analysis and critique of each model in relation to child and family outcomes; 2) data to inform the government on achievement related to performance review outcomes for

Part C; 3) a determination of costs in service coordination and direct service outcomes; and 4) a framework to guide future outcomes-based evaluations of service coordination.

Grant Number: H324C020002

National Trends in the Special Education Teaching Force: Analyses of Entry, Retention, Turnover, Qualifications, and Shortage Relevant to Federal and State Policy

Project Director: Boe, Erling E.
University of Pennsylvania
Graduate School of Education
3700 Walnut St.
Philadelphia, PA 19104
Voice: 215-898-5697
E-mail: boe@pobox.upenn.edu

Beginning Date: 7/01/02
Ending Date: 6/30/05

OSEP Contact: Helen Thornton
Voice: 202-205-5910
E-mail: helen.thornton@ed.gov

Purpose: This research will analyze national survey data for trends over time in, and predictors of, the entry, retention, turnover, reentry, qualifications, and shortage of special education teachers in accordance with a comprehensive conceptual framework for teacher career transitions.

Method: The research objectives are to analyze the recently completed Schools and Staffing Survey (SASS, 1999-2000), a nationally representative large-scale sample survey, and its longitudinal component, the Teacher Followup Survey (TFS, 2000-2001), collected by the National Center for Education Statistics (NCES). These data will be linked with comparable data from three prior SASS/TFS surveys from 1987-89 to 1993-95. A major feature of the database is the inclusion of follow-up questionnaire data from special education teachers who: 1) were retained in their teaching positions; 2) transferred to different teaching positions in general education or to different schools (or both); and 3) left the teaching profession entirely. These teacher career transitions will also be analyzed by multiple regression techniques using numerous teacher demographic, qualification, and incentive variables relevant to teacher career transitions. Parallel analyses will be made of general education teachers so that both unique and common dimensions of teacher career paths in special and general education will be understood.

Products: The expected outcomes of this research will be its contribution to a deeper understanding of these phenomena from a national perspective relevant to the formation of more effective policies to improve the supply and retention of fully qualified teachers in special education. The objectives for dissemination of project findings and interpretations include the preparation of project reports in multiple formats for diverse constituencies (policy makers, administrators, researchers, and professionals at the federal, state, and local levels) in special education, and dissemination through print and electronic media, archival depositories, and presentations at relevant professional meetings in special education.

Grant Number: H324C020005

Enhancing Social Competence: Accommodation and Prevention Effects (ESCAPE Project)

Project Director: Gettinger, Maribeth
University of Wisconsin - Madison
Waisman Ctr on Human Dev. & Mental Ret.
Madison, WI 53706
Voice: 608-262-0445
E-mail: mgetting@facstaff.wisc.edu

Beginning Date: 9/01/02
Ending Date: 8/31/05

OSEP Contact: Patricia Gonzalez
Voice: 202-260-4606
E-mail: patricia.gonzalez@ed.gov

Purpose: The ESCAPE Project is a three-year study designed to assess the effectiveness of a positive behavior support approach for addressing challenging behavior among elementary school children with or at risk of disabilities. The goal is to document an evidence-based, problem-solving approach to: 1) enhance the quality of interventions that children with disabilities and/or severe behavior problems receive in Grades K-5; 2) prevent the need for special education and related services for children whose challenging behaviors place them at risk of developing severe behavior problems; and 3) promote professional development among educators to avert the onset of behavior problems for all children.

Method: ESCAPE will conduct the following research activities: 1) evaluate the effects of the ESCAPE intervention on the social and academic function of children who exhibit severe challenging behaviors; 2) evaluate the effects of the ESCAPE training, implementation, and collaborative-research components on professionals and parent; 3) examine the social validity of ESCAPE; and 4) evaluate maintenance and generalization of ESCAPE treatment effects. Participants will include: 1) 84 school-based professionals and 96 parents of children in Grades K-5 in Milwaukee and Madison, Wisconsin, public schools; and 2) 96 children enrolled in the participating classrooms. The experimental method involves two components: 1) a five-step intervention component; and 2) a five-phase action-research component. Both components will be taught to experimental teams during initial training, and monitored through collaborative sessions between teams and ESCAPE research staff. Three elements of the ESCAPE intervention (functional assessment, positive behavior support, and collaboration) are designed to enable professionals and parents to develop effective interventions to accommodate challenging behaviors.

Products: The significance of ESCAPE lies in its potential contributions to knowledge of evidence-based approaches that accommodate and prevent severe challenging behaviors among children. ESCAPE is a comprehensive treatment approach; it broadens interventions to incorporate multiple strategies, which include restructuring environments, minimizing the occurrence of problem behaviors, and teaching functionally equivalent social-competence behaviors.

Grant Number: H324C020013

Positive Behavioral Support as a Comprehensive, Proactive, and School-Wide Intervention Program for Preventing Behaviors, Referrals, and Suspensions in Urban Elementary At-Risk Students and Students with Emotional/Behavioral Disorders

Project Director: Utley, Cheryl; Sailor, Wayne; Bowman, Lisa
University of Kansas - Lawrence
Schiefelbusch Inst. for Life Span Studies
Youngberg Hall, 2385 Irving Hill Rd.
Lawrence, KS 66045-7563
Voice: 913-321-3143; *Fax:* 913-371-8522
E-mail: cautley@kuhub.cc.ukans.edu
Website: http://www.jgcp.ku.edu/Grants/PBS_Positive_Behavior_Support.htm

Beginning Date: 7/01/02
Ending Date: 6/30/07

OSEP Contact: Patricia Gonzalez
Voice: 202-260-4606
E-mail: patricia.gonzalez@ed.gov

Purpose: Positive behavioral support (PBS) has emerged recently as a comprehensive, proactive, and school-wide model with significant and positive findings in comparison to other practices, and can provide a set of practices (e.g., social skills instruction) and procedures for use in local schools.

Method: The activities of this research project are to: 1) identify culturally and linguistically diverse students on a schoolwide basis who may be at risk for problem behaviors, suspensions, and expulsions; 2) examine PBS as an effective schoolwide discipline intervention that minimizes discipline referrals, suspensions, and expulsions, thus reducing the over-identification of students with or at risk for EBD.

Products: Benefits of this research will be potential support for a "prevention" theory of over-identification and its reduction and culturally responsive PBS procedures. Additionally, students at risk and with EBD in multiple school sites will be involved in a schoolwide prevention program where effective interventions are implemented to ensure a safe and productive school environment.

Grant Number: H324C020025

Family-School Linkages in Urban Schools

Project Director: Kozleski, Elizabeth; Ferguson, Dianne
University of Colorado
Campus Box 193, P.O. Box 173364
Denver, CO 80217-3364
Voice: 303-556-3990; *Fax:* 303-556-3310
E-mail: Elizabeth_Kozleski@ceo.cudenver.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: The project will conduct a participatory research effort to identify, refine and disseminate successful approaches to strengthening linkages between families and schools in urban settings with regard to participation in individualized education programs as well as general education curriculum planning.

Method: This project emerges from the work of the past four years of the National Institute for Urban School Improvement (NIUSI) to embed inclusive educational practices within larger initiatives for whole school reform. This research project uses a participatory research design and a mix of qualitative and quantitative methods. Family-teacher inquiry teams in Denver will work with the project research team to focus specific questions, learn data collection strategies and engage in research. Project staff will work closely with inquiry teams to analyze data and summarize findings.

Products: The benefit of this project is the following: 1) sustainable reform can only occur in a context of strong collaboration and partnership between school and home; and 2) successful inclusion of students with disabilities must also address the inclusion of the families of those students in the life and goals of the school. A range of products for all stakeholders will be developed.

Grant Number: H324C020026

Effects of Adult Facilitation on Social Behavior and Peer Acceptance in the Classroom in Children with Disabilities

Project Director: Dixon, Pamela; Warschausky, Seth
University of Michigan
Dept of Physical Medicine & Rehab
D5200 Medical Professional Bldg., 1500 East Medical Center Dr.
Ann Arbor, MI 48109-0718
Voice: 734-936-7052; *Fax:* 734-936-7048
E-mail: pamdixon@umich.edu; sethaw@umich.edu

Beginning Date: 9/01/02
Ending Date: 8/31/05

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This study will identify parent and teacher activities that assist the social inclusion and integration of children with disabilities in the school setting.

Method: Participants will include 200 children in elementary school, ages 6-12, with congenital (n=50) or acquired (n=50) brain dysfunction and two comparison groups, one group with physical disability but not concomitant brain involvement (n=50) and another group of nondisabled children (n=50), plus parents/guardians. The specific aims are to: 1) identify direct parent and teacher activities (i.e., advocacy and direct facilitation of peer interactions) that assist children's social inclusion in the school setting, and 2) examine the child behaviors that predict social integration. The study will use a mixed multifactor design. Direct influences will be assessed with the Direct Methods Questionnaires for parents and teachers. Social integration will be assessed with the Friendship Contact Checklist, Peer Social Network Diagram, and teacher ratings of social functioning in the classroom. Child behavior will be assessed using the Observed Friendship Quality Scale. A brief neuropsychological evaluation will be performed to assess variables previously shown to be associated with social problem solving including level of intellect, attentional and executive functions, visual perception, and memory. Following descriptive analyses within groups, group means comparisons and regression analyses will be conducted.

Products: The project will result in specific empirically informed guidelines for parenting, teaching, and advocacy efforts to facilitate school and community-based social integration of children with disabilities. Teacher- and parent-targeted guidelines will be disseminated in collaboration with the United Cerebral Palsy Association. Articles will be published in peer-reviewed scientific journals, and presentations will be made at national conferences of professional groups. Pre-conference workshops focusing on social integration will be held in conjunction with the Pediatric Rehabilitation conference.

Grant Number: H324C020033

Extending Positive Behavioral Support in Schools: Utilization, Applicability, and Long-Term Outcomes

Project Director: Kern, Lee E.; Bambara, Linda
Lehigh University
111 Research Dr., Iacocca Hall
Bethlehem, PA 18015-4794
Voice: 610-758-3267; *Fax:* 610-758-6223
E-mail: lek6@lehigh.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: Positive behavioral support (PBS) and functional behavioral assessment(FBA) are effective strategies for decreasing problem behavior and increasing appropriate behavior. Although PBS and FBA are considered best practices, a number of questions remain regarding widespread adoption, applicability across diverse populations/challenging behaviors, and long-term effectiveness. In addition, the project will develop and implement strategies for addressing inappropriate behavior of students with disabilities in schools, including strategies to prevent children with emotional/behavioral problems from developing emotional disturbances that require the provision of special education and related services.

Method: The project will address three research areas: 1) widespread utilization of PBS; 2) applicability of PBS/FBA; and 3) evaluation of long-term effectiveness of PBS. For Research Area 1, after gathering initial information via telephone with team members, a questionnaire will be developed and widely administered to identify factors most likely to promote or inhibit successful PBS outcomes. Qualitative analyses then will be conducted with members from successful teams to ascertain strategies that address inhibitors and enhance functioning. For Research Area 2, this research will document the efficacy of the process across students with EBD with diverse challenges, including: 1) conduct problems; 2) psychiatric disorders; 3) withdrawal; 4) truancy; and 5) weapons violations. Single subject methodologies will be used to experimentally evaluate the effectiveness of the process. In addition, procedural variations (e.g., extended team membership, particular methodologies) necessary to develop effective support as a result of the student's unique needs will be carefully documented. for Research Area 3, long-term outcomes will be evaluated across a variety of areas critical to general well-being, including problem behavior, adaptive behavior, and quality of life indicators. Comprehensive follow-up data will be collected for a minimum of two years utilizing a variety of outcome measures.

Products: Information from this project will have direct impact on practices by: 1) providing a structured format (questionnaire) for teams to evaluate the presence/absence of factors relevant for success; and 2) delineating specific strategies to optimize team functioning. The research will directly contribute to practice by demonstrating applicability and documenting procedural variations when applying PBS to divergent groups/ challenges. This research will contribute critical information by empirically assessing the durability of initial gains achieved through PBS/FBA, which is directly relevant to long-term planning for individuals with disabilities.

Grant Number: H324C020035

Use of a Cognitive-Behavioral Intervention for Preventing/Remediating Anger, Aggression, and Chronic Classroom Disruption: Research on Treatment Exposure, Treatment Setting, Influence of Teacher Variables, and Social Validity

Project Director: Smith, Stephen W.
University of Florida
Dept. of Special Education
P.O. Box 117050
Gainesville, FL 32611-7050
Voice: 352-392-0701; *Fax:* 352-392-2655
E-mail: swsmith@coe.ufl.edu

Beginning Date: 8/01/02
Ending Date: 7/31/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: Using procedures, materials, and instruments (e.g., direct observation, Pediatric Personality and Anger Expression Scales, Reactive-Proactive Aggression Scale) piloted through prior work, the project will study the efficacy of a cognitive-behavioral intervention (CBI) in preventing aggressive behavior in elementary students with pervasive behavioral deficits.

Method: The CBI curriculum promotes self-regulation by teaching students problem-solving skills to use when frustrated or angry. The project will examine the relationship of treatment exposure (amount and duration), setting (class-wide versus pullout), and teacher variables to measures of student anger and disruptive/aggressive behavior using a hierarchical linear model to accommodate repeated measures and the nested nature of data. The project will track maintenance effects over a two-year period, assess social validity, and determine whether student demographic variables and aggressive profile affect treatment efficacy. In studying the prevention of aggressive behavior, the project hopes to increase the chances for students with or at risk for EBD to be successful in the educational mainstream.

Products: Project findings will be disseminated to researchers and practitioners through manuscripts, reports, digests, conference presentations, and Web content.

Grant Number: H324C020043

Promoting Adoption of Best Practices by Early Intervention Teams

Project Director: Campbell, Philippa H.
Thomas Jefferson University
Dept of Occupational Therapy
130 S. 9th St., 5th Floor
Philadelphia, PA 19107
Voice: 215-503-1602; *Fax:* 215-503-1640
E-mail: philippa.campbell@mail.tju.edu

Beginning Date: 7/01/02
Ending Date: 6/30/05

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This study will test and identify ways of promoting the adoption of best practices by multidisciplinary teams working in Early Intervention (EI) with families and their infants and toddlers who have delayed development or disabilities. The project will identify, study, and test the supports and strategies necessary for professionals and family members to adopt and use EI best practices in their day-to-day interactions with infants and toddlers.

Method: Central to this purpose are collaborative research-practice partnerships involving multidisciplinary EI professionals, parents of infants and toddlers who are participants in early intervention programs, and expert mentors. Activities of this project will include: 1) testing the extent to which a strategy of collaborative research teams using participation action research (PAR) methodology results in adoption and use of best practices of EI professionals and families; and 2) maximizing children's learning and development through implementation of these practices. Practices will be categorized into three major groups: 1) interactions with families; 2) interactions with children; and 3) maximizing learning opportunities for children within the context of activities and routines that occur in their natural environments. The study will be implemented in four phases: 1) identification of key issues and desired outcomes; 2) adoption action plans; 3) analysis and review of results; and 4) experimental replication. Phases II (adoption action plans) and III (analysis and review of results) will be conducted with 15 PAR teams. Both quantitative and qualitative data about adoption/utilization of best practices and effects of use of best practices on children's outcomes will be gathered during this phase and used as the basis for Phase IV replication activities. Phase IV (experimental replication) will be based on a mixed-model design. Fifty teams (25 experimental and 25 contrast), each of whom is working with an infant/toddler who is receiving multidisciplinary EI services, will be recruited and selected for participation. Because the ease of adoption/utilization of best practices and the type of best practice may differ as a function of a child's degree of disability, both the experimental and control group will include infants with Down syndrome, cerebral palsy, multiple disabilities (including muli-sensory impaired), and developmental delay (without specific etiology).

Products: This project uses an action research framework to guide dissemination. Action research links researchers to experts (developers) together with practitioners and with families (implementers) to jointly apply new knowledge in practice situations and design dissemination strategies and products that are meaningful and useful to the consumer. By working together with parents and multiple-discipline professionals, the project will create print, audiovisual, and technological dissemination products that will be useful for a wide variety of audiences.

Grant Number: H324C020045

Student Involvement in Their Own IEP Meeting: Does Instruction Make a Difference in Meeting and Educational Outcomes?

Project Director: Martin, James E.
University of Oklahoma
840 Asp Ave., Room 111
Norman, OK 73019
Voice: 405-325-8951; *Fax:* 405-325-7841
E-mail: jemartin@ou.edu

Beginning Date: 9/01/02
Ending Date: 8/31/05

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: Studies demonstrate the effectiveness of procedures to teach students with disabilities to become involved in their IEP meetings, but no studies have examined internal meeting dynamics or educational outcomes. This project will complete quantitative and qualitative studies of 600 secondary IEP meetings of students with learning disabilities, emotional/behavior problems, and mental retardation.

Method: Five urban, suburban, and rural Oklahoma public school districts will participate in this project. The project will use stratified random sampling, factorial designs, quantitative measures, and qualitative measures to study 600 IEP meetings. The project will determine if differences exist between the IEP meetings and outcomes when: 1) students attended their IEP meetings without IEP instruction, compared to when students do not attend; 2) students who attended their IEP meeting received IEP meeting instruction, compared to students who attended but had no IEP instruction; and 3) students who attended received IEP instruction and their IEP team received student facilitation training, compared to when students who attended had IEP meeting instruction but their teams had no IEP meeting student facilitation instruction.

Products: This project will produce scholarly research articles and teacher and parent practice-oriented articles, and project staff will present at conferences. In addition, the project will develop an instructional curriculum in the form of a student facilitation book that will be submitted to a national publisher. Findings will be published on the World Wide Web.

Grant Number: H324C020051

Project Five: Functional Interventions in Versatile Environments: Classrooms, School-Wide and District

Project Director: Tobin, Tary; Palmer, Teri
University of Oregon
1235 University of Oregon
Eugene, OR 97403-1235
Voice: 541-346-1423; *Fax:* 541-346-5517
E-mail: ttobin@darkwing.uoregon.edu; tlpalmer@oregon.uoregon.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: The project will examine how school environments may be "turned around" for students at risk for school failure if teachers and other school staff understand and readily apply themselves to the new tasks required to implement function-based supports.

Method: Functional behavior assessment (FBA) seeks to identify environmental variables that are related to a problem behavior, such as a laughter from peers or corrections from teachers that may (inadvertently) function to maintain problem behavior. Function-based support, because it respects the individual's perspective while taking into consideration the requirements of the school, is likely to prevent emotional disturbance and promote successful inclusion of students with disabilities. Students who stand out as having more frequent discipline referrals than the vast majority of their peers are at-risk for emotional disturbance requiring special education and related services, alternative placements, expulsion, dropout, and juvenile delinquency. This project has several layers of support including training and on-going technical assistance and development of school-based systems to facilitate 1) early identification; 2) function-based assessments; 3) effective and relevant behavior support planning; and 4) databased decision making. This project is comprised of three main features: 1) a wait-control group design with 30 schools randomly assigned to begin treatment in either Year 1 or Year 2; 2) sustainability examined over two years for the group starting in Year 1 and over one year for the group starting in Year 2; and 3) trainer of trainers model used to further develop the skills of local leaders at each site in Year 3.

Products: Results from the project will provide practitioners and researchers with FBA protocols that 1) produce more comprehensive, precise, and relevant information; 2) result in more effective and efficient behavior intervention plans; and 3) are easier and more practical to implement in real public school contexts.

Grant Number: H324C020060

Project LINK

Project Director: Kennedy, Craig
Vanderbilt University
Box 328 Peabody
Nashville, TN 37203-5701
Voice: 615-322-8150; *Fax:* 615-343-1570
E-mail: craig.h.kennedy@vanderbilt.edu

Beginning Date: 9/01/02
Ending Date: 8/31/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: Project LINK will focus on how to integrate health, education, and psychological assessments into positive behavior support plans for students with severe disabilities and challenging behavior.

Method: Project LINK is a collaborative effort among researchers from Vanderbilt University's Department of Special Education, John F. Kennedy Center on Human Development, and Medical Center, and from Nashville's Metro School District. The project will examine how to integrate health, education, and psychological issues into comprehensive positive behavior support plans. There is growing evidence that many instances of chronic challenging behavior have associated health conditions that may be diagnosed and incorporated into support plans using current best practices. Project LINK will test a new model of positive behavior support that: 1) coordinates family, educational, health, and psychological supports; 2) provides comprehensive assessment information; 3) provides for interdisciplinary exchanges of important information; 4) provides a single point of contact at a student's school, and 5) allows for the long-term monitoring of positive behavior support. Project LINK will compare equivalent groups of students identified as having severe disabilities and chronic challenging behavior. Two groups, the LINK and Contrast groups, will be compared over the course of the project (total = 90 students). The Contrast group will receive a best practices intervention that includes functional assessment and positive behavioral supports. The LINK group will receive these assessments and supports as well, but will also receive the interdisciplinary health, education, and psychological services outlined above.

Products: Outcomes of the project will include: 1) the LINK Handbook which will function as a guide for developing comprehensive assessment and positive behavior supports, and a tool for suggesting specific steps that can be taken to improve student outcomes; 2) a research article presenting evidence of the efficacy of the Project LINK model; 3) a review article of current interdisciplinary assessments; 4) presentation of project findings at six national conferences; 5) creation of an interactive Website for disseminating project information; and 6) a series of regional inservices and workshops for families, practitioners, and administrators.

Grant Number: H324C020078

Promotion of Communication and Language Development with Infants and Young Children in Inclusive Community-Based Child Care

Project Director: Walker, Dale
University of Kansas - Lawrence
Youngberg Hall
2385 Irving Hill Rd.
Lawrence, KS 66045-7563
Voice: 913-321-3143; *Fax:* 913-371-8522
E-mail: walkerd@ku.edu

Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project will improve the care and early intervention services provided to infants and young children who are at risk for or who have disabilities, in order to promote their communication and language development.

Method: The project will: 1) develop and test effective professional development strategies that result in successful collaboration with early childhood care providers to ensure that quality care and effective interventions are implemented in inclusive community child care programs; and 2) collaborate with early childhood caregivers in inclusive community child care settings to translate effective evidence-based communication and language-promoting strategies into practice to promote communication and language outcomes of infants and toddlers at risk for, and with disabilities.

Products: The project will broadly disseminate findings to early childhood care providers, administrators and researchers to promote practices resulting in the exemplary communication and language outcomes of infants and toddlers served in inclusive child care. The benefits of this project will include the advancement of the knowledge base regarding caregiving practices and interventions that can be effectively implemented by caregivers in community-based child care programs that contribute to exemplary communication and language gains of young children. Results from this project will be disseminated through journal articles for practitioners and researchers and through a World Wide Web site. This information will be relevant to child care practitioners, researchers, higher education personnel, teachers, parents, and policy makers.

Grant Number: H324C020085

Promoting Success in Content Area Classes

Project Director: Mastropieri, Margo A.
George Mason University
4400 University Dr., MSN 4C6
Fairfax, VA 22030-4444
Voice: 703-993-4136; *Fax:* 703-993-2021
E-mail: mmastrop@gmu.edu

Beginning Date: 7/01/02
Ending Date: 6/30/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project will develop teacher-researcher collaborative partnerships to design, implement, and field test instructional practices for middle school-aged students with disabilities in inclusive school science and social studies classes. The project is intended to improve academic performance and access to the general education curriculum for students with disabilities.

Method: Students with disabilities (specifically learning disabilities, serious emotional disturbance, and mild mental disabilities) fall behind regular education students as they move into cognitively challenging areas of the general education curriculum, such as science and social studies instruction at the middle school levels. This project will build teacher-researcher partnerships to design and implement effective strategies such as peer mediation, comprehension strategy instruction, content enhancements, test-taking skills, and parent involvement. It is hypothesized that this model of designing and implementing instructional practices with teacher-researcher partnerships can increase access for students with disabilities to science and social studies curriculum, by providing specific strategy instruction and practice through an integrated model. In the first year, the project will develop the teacher-researcher partnership model and will study and document its implementation through a series of case studies. In the second year, a large-scale randomly assigned experimental study will further test the model. During the third year, a replication and extension study will be implemented, based upon feedback from previous years.

Products: Approximately 1,200 students, including 300 with disabilities and their parents, and 80 general and special education teachers will be involved as participants throughout the three-year project. These participants are expected to directly benefit from this project; furthermore, dissemination efforts will provide local, state, and national impact for the model of teacher-researcher partnerships to promote inclusive learning. Products, including case studies, research reports, and training manuals, will be developed for practitioner, parent, researcher, and policy audiences and disseminated via refereed journals, conference presentations, and the World Wide Web.

Grant Number: H324C020091

Generalized Effects of Family Guided Early Intervention Routines

Project Director: Woods, Juliann
Florida State University
Dept. of Communication Disorders
Tallahassee, FL 32306-1200
Voice: 850-645-4972; *Fax:* 850-644-8994
E-mail: jwoods@garnet.acns.fsu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project will develop and validate a family-guided routines-based intervention model that meets the legislative mandates and the recommended practices of the field with empirical data to support the model components. The project will conduct single subject studies of family-guided routines-based intervention (FG-RBI) within a local community program to assure "real world" results and applications, in order to develop a better understanding of the factors that contribute to natural environments intervention and how to translate the information into procedures that will be effective, efficient, and nonintrusive for families.

Method: The philosophy of natural environments intervention maximizes the time available for teaching and learning by dispersing the intervention throughout the day within frequently occurring activities and routines, using familiar materials and caregivers. Intervention becomes portable with the child practicing functional skills whenever and wherever they are useful and meaningful. This project will examine the efficacy of the natural environments intervention approach by answering these questions: 1) how should routines be identified for intervention?; 2) how many routines should be used to promote generalization?; 3) what methods of data collection are effective?; and 4) what adaptations are needed to overcome barriers that exist to implementation with families who have other children, have hectic schedules, live in poverty, or have special educational or health needs of their own?. A multiple baseline design with systematic replication is planned to increase the specificity of the results and ultimately the impact of the findings.

Products: Data gathered over the three years of the project will have a national impact with the following benefits: 1) contribute new knowledge and research reports on the types of routines families identify as most consistent and comfortable for intervention; 2) contribute new procedures for service providers about methods for assessment and intervention within daily routines; 3) describe effects of intervention within routines on the family's ability to generalize use of strategies to other daily activities and events; and 4) describe effects of the FG-RBI on the children's development as measured by their progress on Individualized Family Service Plan outcomes as well as standardized measures of development. Results will reach practitioners at local, state, and national levels through inservice workshops, conference presentations, short courses, and training manuals. Research results will be presented to policy makers and researchers at conferences of professional organizations and via journal articles.

Grant Number: H324C020095

Improving Engagement in Young Children with Disabilities: A Series of Single-Case Experiments to Increase the Amount and Quality of Young Children's Interactions with Their Environment

Project Director: McWilliam, Robin A.
Vanderbilt University
Medical Center
Div. of Child Dev., CCC-3322 Medical Center North
Nashville, TN 37232
Voice: 615-936-2985
E-mail: Robin.McWilliam@vanderbilt.edu

Beginning Date: 10/29/02
Ending Date: 9/30/04

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will study whether teachers can be trained to implement a simple package of interventions (an "engagement package") consisting of incidental teaching, zone scheduling, and collecting data on children's engagement; whether implementation of this package will result in improved engagement in children; and whether improved engagement will result in the attainment of goals established for the children.

Method: The project design consists of six studies, divided into three content areas: social and communication goals, play and toy behavior, and preliteracy and prenumeracy skills. Each of the six studies will be completed with the same protocol; only the measurement of child IEP goals will differ. Each year, 12 preschoolers with disabilities, regardless of type and severity, and their six teachers will be recruited from centers where children with disabilities are enrolled. Teachers, parents, and researchers will decide on the distal outcomes of intervention on engagement. Teachers will be trained to improve engagement, implement the intervention with one child, establish a data trend, and then implement the intervention with the other child.

Products: The project will increase knowledge about how an intervention package presented to a teacher can result in increased engagement in children, and how engagement improvement is functionally related to concomitant improvement in social and communication goals, play and toy behavior, and preliteracy and prenumeracy skills. Project findings will be disseminated via an article for parents, an article for teachers, four articles for researchers, workshops, conference presentations, and development of a Web site.

Grant Number: H324C020098

Establishing the Three Rs: Responsiveness, Resilience, and Reciprocity

Project Director: Halle, James W.
University of Illinois - Champaign
284F Education Bldg.
1310 S. 6th St.
Champaign, IL 61820
Voice: 217-333-0260; *Fax:* 217-333-6555
E-mail: halle@uiuc.edu

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project targets early communicative exchanges between young children with substantial language delays and their social partners—primarily their families and their teachers. One of the greatest challenges confronting young children with severe mental retardation or autism is learning to communicate in unambiguous and socially acceptable ways. Early intervention is the key to meeting this challenge. Children who have not acquired a system of language by the age of 30 months are at risk for developing either problem behavior or learned helplessness because they cannot communicate effectively with speech, and thus they use informal gestures, facial expressions, body movements, and vocalizations. These nonverbal communicative behaviors may not be readily understood by social partners in various situations. Furthermore, when these efforts to communicate are unsuccessful, children may try either more coercive means (problem behavior) of accessing desired outcomes or they may stop trying entirely (learned helplessness). The project intends to address these situations in the following ways: 1) by developing "responsive" environments, and 2) by teaching children multiple communicative alternatives that are understood by and socially acceptable to a wide range of listeners (i.e., "resilience"). The project believes that this "reciprocal" approach to language intervention will foster both communicative resilience and reduce or prevent the occurrence of problem behavior and learned helplessness.

Method: The project will conduct a logical sequence of studies that will involve about 30 children and their many social partners. In Year 1, an intensive descriptive study will be conducted by gathering data on eight children and their partners in two different contexts: 1) the natural environment, and 2) structured and scripted protocols. In Year 2, intervention work will begin by developing a multicomponent intervention to enhance social partner responsiveness. The project will intervene with nine focal children by teaching multiple functionally equivalent and socially acceptable alternatives for requesting and protesting. Finally, in Year 3, the project will assess systematically the maintenance and generalization of newly acquired responding by social partners (responsiveness) and by nine new focal children (multiple socially acceptable, functionally equivalent alternative forms). The project staff will probe these responses by observing in naturally occurring situations within everyday routines.

Products: This project will influence the field of early language intervention for children with severe disabilities by generating comprehensive assessments and effective interventions that target children with, or at risk for, problem behavior, learned helplessness, or both. The project will disseminate information; present at local, state, and national conferences; distribute an assessment manual; and publish in both scholarly journals and practitioner journals.

Grant Number: H324C020101

The Meaning of LD: Served and Unserved Populations across Schools Differing in Poverty and Academic Performance

Project Director: MacMillan, Donald L.; Bocian, Kathleen M.
University of California - Riverside
School of Education
Riverside, CA 92521-0128
Voice: 909-787-5200; *Fax:* 909-787-2073
E-mail: donald.macmillan@ucr.edu

Beginning Date: 7/01/02
Ending Date: 6/30/05

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: Recent reform efforts in general education have recognized that contextual disparities among schools require different schools to modify and supplement instruction to meet the unique needs of students. Paradoxically, special education employs universal definitions and criteria defining disability categories (for example, learning disabled), with the presumption that "all" schools serve a uniform group with effective uniform services. This project will compare 200 students with learning disabilities (LD) and 200 low-achieving students served in schools differing on two salient dimensions: 1) income level of students and 2) school-wide student academic performance, with the hypothesis that the group of students identified as LD by schools differing along those dimensions will differ markedly from one another.

Method: The project will identify four types of schools (Low-Low, Low-High, High-Low, High-High) based on income level and academic performance, and examine their contribution to differences in the following: 1) aptitude, level of reading and math achievement, and deportment of LD students; 2) restrictiveness of placement and

IEP goals specified for LD students; and 3) magnitude of "unserved handicapped" students, who meet eligibility criteria but are denied services and accommodations to which they are entitled. The project will utilize the Academic Performance Index (API) compiled by the California State Department of Education, a reliable database on all schools reporting general academic performance, demographics of the student body, and the qualifications of the teaching staff. Data will by analyzed to describe how LD students in differing schools are served and to what extent their special education differs. With access to the API data, the project can efficiently address the following: 1) compatibility of special education and regular education, and 2) under- and over-representation in special education.

Products: Findings will extend prior research that ignored variations in academic performance among schools serving low-income students and will inform policy, research, personnel preparation, and therefore the delivery of services to students with LD. Findings will be disseminated at the local, state, and national levels through various means, including presentations at professional conferences and publications in professional journals.

Grant Number: H324C020106

Project BEST (Behavioral and Emotional Support Training): A Multi-Level Model to Prevent and Treat Challenging Behaviors in Early Adolescence

Project Director: Farmer, Thomas W.
University of North Carolina - Chapel Hill
Center for Developmental Science, CB #8115
Chapel Hill, NC 27599-4100
Voice: 919-962-0333; *Fax:* 919-966-4520
E-mail: tfarmer@email.unc.edu

Beginning Date: 12/15/02
Ending Date: 12/14/07

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This study will develop a multi-level intervention program to prevent and treat disruptive behavioral disorders during the first two years of middle school, based on three themes which emerged from a statewide evaluation of services conducted by the project staff in North Carolina. First, the transition to middle school was identified as a period that exacerbates the adjustment difficulties of youth with/or at-risk of emotional or behavioral disorders (EBD). Second, general education teachers need training and support to better meet the behavioral and academic needs of youth with/or at-risk of EBD. Third, more collaboration is needed between education and related service agencies (e.g., mental health, social services, juvenile justice) to provide coordinated multi-agency interventions that are responsive to individual treatment needs and that build upon the strengths of students.

Method: To address these concerns, Project BEST (Behavioral and Emotional Support Training) will develop, implement, and evaluate an inservice training and consultation program for special education teachers, general education teachers, and related services personnel. The program will focus on five components to provide behavioral and emotional supports for youth with/or at risk of developing EBD: 1) academic engagement enhancement; 2) competence enhancement behavior management; 3) career and extracurricular activities exploration; 4) individualized strengths enhancement; and 5) coordinated systems of support. The project will be conducted in five middle schools in two districts (a representative mid-size city and a rural county) in North Carolina.

Products: The information and strategies generated from this project will be disseminated to practitioners and researchers in a variety of ways, including: 1) direct training of strategies to teachers and related services personnel in five middle schools; 2) establishment of local advisory groups at these middle schools; 3) training manual; 4) linking this project to the State Improvement Plan of the North Carolina Department of Public Instruction and promoting exchange of information and training through the state's five behavioral support centers and the state's extensive network of behavioral consultants; and 5) presentations at local, state, and national conferences.

84.324D
DIRECTED RESEARCH PROJECTS

Grant Number: H324D990600

Promoting Optimal Therapeutic Practices in Early Intervention through Collaboration

Project Director: Campbell, Philippa H.
Thomas Jefferson University
College of Allied Health Sciences
130 South 9th St., 5th Floor
Philadelphia, PA 19107-5233
Voice: 215-503-1602; *Fax:* 215-503-1640
E-mail: philippa.campbell@mail.tju.edu

Beginning Date: 6/01/99
Ending Date: 5/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The overall purpose of this project is to identify ways in which clinical research can optimize child outcomes by improving the practice of pediatric physical and occupational therapy for infants and toddlers in early intervention. This investigation will implement and evaluate a research-to-practice model in order to facilitate the generation and integration of empirically validated pediatric therapy practices within the context of natural environments in which infants, toddlers, and their families spend time. Central to this purpose are collaborative research-practice partnerships involving pediatric therapy teams, parents of infants and toddlers who are participants in early intervention programs, and pediatric therapy researchers. Broad goals include: 1) promotion of children's learning and development within the context of natural environments; 2) implementation and evaluation of collaborative action research teams (researchers, pediatric therapists, parents), using a participation research methodology, and 3) exploration and identification of the ways in which families may best participate as members of research teams. The project will study and identify the supports necessary to maintain utilization of collaborative research teams as an ongoing method for promoting optimal child outcomes through application of empirically validated practices.

Method: The study will be implemented as a four phase model within each of four regions of Pennsylvania. A total of 48 pediatric therapists working in early intervention will be recruited to participate. Therapists will be grouped into collaborative research-practice teams with a parent and a researcher who is a faculty member in pediatric occupational or physical therapy. The four study phases include: 1) identification of key issues and desired outcomes; 2) research action plans; 3) analysis and review of results; and 4) replication and dissemination. The effects of this model will be determined on the basis of quantitative and qualitative measures of child outcomes and results, therapist attitudes and practices, and parent attitudes and practices. A comparison group of children, matched to the age and disability of child participants selected by the collaborative research-practice teams, and the children's parents and therapists will serve as a contrast group to determine the effects of the model on child outcomes/results and on therapist/parent attitudes and implementation of practices. Detailed notes of the model implementation process will be maintained for each research team and for each region to study the process of implementation and identify the barriers/facilitators to implementation and supports necessary to establish and maintain the model.

Products: The final phase of the study includes the development, review, and use of written materials that can be disseminated to other therapists as a way of ensuring best practices and to pediatric therapy researchers to use in training preservice students and in professional development activities. These products will be distributed nationally through presentations at meetings and conferences, attended by early intervention and/or therapy personnel, to families through vehicles such as the National Information Center for Children and Youth with Disabilities, through the project's Pediatric Therapy Home Page where materials will be placed in downloadable form, and through written articles in professional journals and other related publications. Impact of the ongoing research-practice teams within Pennsylvania has been designed into the study through the state-wide (and regional) design of the investigation, the involvement of multiple therapists, extensive and ongoing networking and input promoted through multiple regional and state-wide meetings, and the link of the study with the Pennsylvania Pediatric Therapies Initiative.

Grant Number: H324D000002

M.S.S. SAIL: Middle School Students' Summer Adventures in Literacy — Research to Improve Reading Comprehension Results for Students with Disabilities

Project Director: Hayes, Lynda; Corbett, Nancy
University of Florida
C202 Yonge Developmental Reearch School
1080 SW 11th St.
Gainesville, FL 32601
Voice: 352-392-1554; *Fax:* 352-392-9559
E-mail: lhayes@pky.ufl.edu

Beginning Date: 8/15/00
Ending Date: 8/14/03

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project addresses Focus Area 6: Research to Improve Reading Comprehension Results for Children with Disabilities. The three-year project will examine the effectiveness of "Middle School Students' Summer Adventures in Literacy (M.S.S. SAIL)," in improving the reading comprehension results of students with disabilities.

Method: During the first year, two studies will be conducted. The first study is designed to measure the effectiveness of the tutoring component. The tutoring study will be implemented in three middle schools randomly assigned to the following conditions: treatment, comparison, and no-treatment control. Each treatment condition will include 30 students. The second study will examine the summer intervention program, M.S.S. SAIL, in its entirety. The summer program will be studied in three middle schools under the following conditions: treatment, comparison, and no-treatment control. Each treatment condition will include 20 students. During the second year, a component cost-benefit analysis of the tutoring program and M.S.S. SAIL will be conducted. Also in Year 2, the effectiveness of four variations of the tutoring protocol will be compared. During the third year, a final validation study will be conducted to replicate and verify findings from Year 1 and Year 2. The original tutoring program from Year 1 will be compared to the "streamlined tutoring program" identified during Year 2 and to a control group. In addition, the "streamlined summer program" will be piloted in a resource-class setting in the fall. Finally, the original summer intervention program from Year 1 will be compared to the "streamlined summer program" identified during Year 2 and to a control group. Pre- and post-testing of all treatment, comparison, and control participants will be conducted by the project. The project will measure reading fluency, reading vocabulary, and reading comprehension as well as academic self-efficacy. The project will assess the maintenance of reading gains for all participants 10 weeks and 20 weeks after the treatment has ended. In addition, the project will examine scaled reading scores on standardized, statewide tests (i.e., "FCAT Reading") from the previous year and from the end of the school year during which the intervention took place. Finally, the project will conduct interviews with students and parents as well as teachers participating in the summer intervention program. An analyses of variance with repeated measures will be used to evaluate treatment effect.

Products: This project will enhance the success of middle school students with reading disabilities in the general education environment and will assist students in generalizing gains in reading comprehension to high-stakes statewide reading tests. Ultimately, the project will contribute to a growing body of knowledge of effective reading strategy instruction for middle school students.

Grant Number: H324D000007

The Spiral of Inclusion: A Study of Contextual Variables That Impact Access to the General Curriculum for Preschool Students with Disabilities and Their Transition to Primary Grades

Project Director: Thompson, Barbara; Palmer, Susan; Horn, Eva
University of Kansas - Lawrence
Center for Research, Inc.
Dept of Special Education, 3001 Robert Dole Bldg
Lawrence, KS 66045
Voice: 785-864-4954; *Fax:* 785-864-4149
E-mail: bthomps@ukans.edu; spalmer@ku.edu; evahorn@ku.edu
Website: http://www.circleofinclusion.org

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project will investigate existing videotaped sequences and prior records of children who participated in preschool education in the last decade to document contextual variables that impact access to the general curriculum for children in preschool programs. These children and their families will be contacted to discover their current placement, level of functioning, and parent perception of inclusive practices over time. This project deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities.

Method: After an ACCESS inventory has been developed, students with and without disabilities in current preschool settings will be compared and contrasted with regard to mediating variables for classroom participation and success. A cohort of students will be in transition to kindergarten during the three years of this project and issues related to implementation of a successful transition, both for staff and parents, will be delineated.

Products: This investigation of past and present resources will contribute to an integrated, collaborative model for guiding effective practice. A model that is driven by effective practices and sound theory gains power through family-centered collaboration and developmental principles of self determination. Procedural information about the model will be available via a website, the Beach Center at the University of Kansas, and family advocacy organizations.

Grant Number: H324D000013

A Study of the Intended and Unintended Consequences of Large-Scale Assessments on Students with Disabilities

Project Director: Johnson, David R.; Ysseldyke, James
University of Minnesota
Institute on Community Integration
200 Oak St. SE, University Gateway, Suite 450
Minneapolis, MN 55455-2070
Voice: 612-624-1062; *Fax:* 612-624-8279
E-mail: johns006@tc.umn.edu
Website: http://education.umn.edu/nceo/projects/projdefault.html

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project, which deals with Focus Area 1: Inclusion of Students with Disabilities in Large-Scale Assessment Programs, will undertake an extensive study of the intended and unintended consequences of large-scale assessments and accountability systems on students with disabilities in order to anticipate the impact and consequences of participation in large-scale assessment programs on local and state education systems.

Method: The project will draw upon an established network of state and local district assessment and special education professionals to help identify settings and subjects for study. Specific consequences of assessments to be studied by the project include: standards and Individualized Education Programs (IEPs), achievement trends across grades, social promotion policies, graduation policy and diploma options, and system effects.

Products: This directed research project will identify strategies to be used by planning teams to link assessments with accommodations and instructional practices in students' IEPs. It will produce information on how large-scale assessment information can be used in examining achievement patterns between special education and regular education students and how this information can be used in drawing conclusions about the effectiveness of general and special education. It will produce reports, journal articles, research briefs, and related materials and will disseminate them widely to national and state groups.

Grant Number: H324D000014

Accessing the General Education Curriculum for Students with Emotional Disturbance Using Cooperative Learning and Social Skills Training: Project CLASS

Project Director: Wehby, Joseph
Vanderbilt University
Box 328, Peabody College
Nashville, TN 37203
Voice: 615-322-8186; *Fax:* 615-343-1570
E-mail: joseph.wehby@vanderbilt.edu

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: This project will address a question of importance to the education of children with emotional/behavioral disorders (EBD): Does the combination of social skills training and cooperative learning result in children with EBD successfully participating and succeeding in the general education curriculum when compared to children who receive the cooperative learning intervention only?. This project addresses Focus Area 2, "Instructional Interventions and Results for Children with Disabilities."

Method: To directly answer this question requires a well-controlled experimental design. Eighty children identified as having EBD and 20 teachers in general education classrooms will participate in the study. These children and teachers will be recruited through the Metropolitan Nashville Public School System and will be randomly assigned to one of two groups. Children and teachers assigned to Group A will receive a comprehensive social skills training intervention. This intervention will consist of a social skills training curriculum with planned teacher follow-up activities. After this initial training, students and the general education teachers will then receive comprehensive training in cooperative learning activities. Children and teachers assigned to Group B will not receive the comprehensive social skills training but will receive training in cooperative learning strategies at the same time as children in Group A. The academic and social progress of all children in both groups will be assessed at four points during the academic year. These assessments will include key measures of academic achievement and social interaction, as well as general measures of participation in the general education curriculum. The experimental design will allow for critical comparisons to be made on both the individual and combined contribution of social skills training and cooperative learning. The project will utilize resources of Peabody College of Vanderbilt University and Metropolitan Nashville Public Schools to study effective practices for the reintegration of elementary-age students with EBD.

Products: Project CLASS is expected to have impact on three levels: 1) expanding access to the general education curriculum for students with EBD; 2) identifying efficient and effective strategies for the reintegration of these students into mainstream settings; and 3) contributing objective data to an area of research that has limited information with which to aid practice.

Grant Number: H324D000015

Enhancing Treatment Utility in Instructional Consultation Problem Solving: Comparison of Alternative Assessment Technologies

Project Director: Kratochwill, Thomas; Braden, Jeffrey
University of Wisconsin - Madison
1025 West Johnson St.
Madison, WI 53706
Voice: 608-262-5912; *Fax:* 608-263-6448
E-mail: tomkat@education.wisc.edu; jbraden@education.wisc.edu
Website: http://www.wcer.wisc.edu/projects/group.asp?catID=13

Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This investigation will compare three prescriptive assessment approaches (the traditional psychometric approach, a functional assessment approach, and an empiric approach) to consultation with teachers. In all three approaches, standard consultation procedures will be followed; however, the approaches differ in the kind of information consultants will provide teachers and parents during the Problem Analysis Interview (PAI). This project deals with Focus Area 3, "Early and Prescriptive Assessment of Children with Learning and Emotional Disabilities."

Method: Sixty teachers and their students who have academic or behavioral problems will be randomly assigned to one of three conditions. In the "traditional psychometric condition," a consultant will use the Woodcock-Johnson Psycho-Educational Battery-Revised to assess student characteristics and generate intervention plans. In the "functional assessment condition," a consultant will use an environmental assessment protocol to develop an intervention plan. In the "empirical condition," a consultant will select an intervention plan based on empirically demonstrated treatments matched to various treatment targets. Consultants will facilitate interventions through a problem-solving instructional consultation model consisting of problem identification, problem analysis, treatment implementation, and treatment evaluation. Consultants will provide consultees with a written report and help teachers implement intervention programs. The four trained consultants will be counterbalanced across conditions. Multiple outcome measures will be used: direct observational assessment, curriculum-based measurement, goal attainment scaling, treatment integrity measures, treatment acceptability procedures, and parent and teacher ratings of child behavior. The research addresses five questions about different assessment approaches: 1) Do different assessment approaches lead to different treatments?; 2) Do they yield different levels of treatment integrity?; 3) Do they produce different child treatment outcomes?; 4) Do they elicit different levels of consumer satisfaction with treatment plans?; and 5) Do different assessment approaches have different monetary and social costs?.

Products: The outcomes of this study will help inform individuals with respect to which assessment approaches might be most effective for enhancing outcomes of functional assessment and consultation. The project will develop treatment manuals for each condition that can be used by practitioners in special education and school psychology.

Grant Number: H324D000016

Evaluating the Outcomes of Developmentally Appropriate Practice with Preschoolers: Effects on Developmental and Academic Skills

Project Director: Hanline, Mary Frances
Florida State University
Special Education
118 N. Woodward Ave.
Tallahassee, FL 32306-4166
Voice: 850-644-4880; *Fax:* 850-644-8715
E-mail: mhanline@garnet.acns.fsu.edu

Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, includes four research studies, all focusing on evaluating outcomes of developmentally appropriate practice (DAP) with 3-to-5-year-old children with and without disabilities. The outcomes of this project are expected to provide evidence of the effectiveness of DAP, including subsequent positive effects on literacy and other academic skills.

Method: The research studies will 1) conduct a follow-up study of children with and without disabilities relating a variety of play behaviors to later academic functioning; 2) use a variety of measures to assess whether preschoolers with and without disabilities achieve the state-mandated Pre-K milestones when participating in an inclusive early education program using DAP as a curriculum framework; 3) determine the relationships among a variety of play skills, developmental areas, and emergent literacy skills of preschoolers with and without disabilities; and 4) determine individual and group growth trajectories over time of emergent literacy skills and analyze the effects of various variables on the children's growth.

Products: The project has the potential to increase understanding of the effects of DAP on the early development of young children with and without disabilities, and to expand the understanding of the course of children's development over time. Because the longitudinal approach will relate early play behaviors to later academic skills in the primary grades, knowledge of the long-term impact of early experiences will be expanded. Findings will be disseminated through professional journals, conference presentations, participation in professional meetings, preservice and inservice personnel preparation activities, and a Website.

Grant Number: H324D000018

Improving Preschoolers' Reading Outcomes through Measurement and Intervention in Classroom Environments

Project Director: McConnell, Scott
University of Minnesota
Early Education/Development Center
Ed Psych Dept, 215 Pattee Hall
Minneapolis, MN 55455-2070
Voice: 612-624-6365; *Fax:* 612-625-2093
E-mail: smcconne@umn.edu

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project, which deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will develop and test an intervention program for preschool children with disabilities and children at risk for developing difficulties learning to read in elementary school, including children who are English-language learners and children living in poverty. It will also investigate predictive relationships between preschool progress-monitoring measure used within a formative evaluation framework and reading outcomes in elementary school.

Method: The project will follow a three-stage model: program exploration, development, and validation. A decision-making intervention will be developed for young children with disabilities or at risk in terms of expressive language and early literacy development, based on reviews of language and literacy-related intervention programs and collaboration with professionals in early childhood special education, English as a Second Language, and Head Start programs. The project will evaluate the effectiveness of the intervention program based on actual differences between the developmental trajectories of two cohorts of preschoolers. Predictive relationships between preschool progress-monitoring measures will be examined, as well as different measures used with kindergartners and first-graders, and children's reading outcomes in elementary school.

Products: Results of the intervention will indicate whether or not specific progress-monitoring measures of preschoolers' expressive language and early literacy development can be employed within a formative evaluation framework as early indicators of future reading development in elementary school. This will help preschool teachers replicate and expand the use of assessment tools to monitor child progress and evaluate current instructional and ecological practices. The project will develop an intervention manual and supporting materials for arranging instructional practices and environmental arrangements to promote preschoolers' language and early literacy skills. Dissemination will be done through publication in professional journals, presentations at conferences, and a Website.

Grant Number: H324D000021

School-to-What? Understanding Gender Differences in Post School Employment Outcomes

Project Director: Doren, Bonnie; Lindstrom, Lauren
University of Oregon
Secondary Special Education
175 College of Education, 5260 University of Oregon
Eugene, OR 97403-5260
Voice: 541-346-1413; *Fax:* 541-346-1411
E-mail: bdoren@darkwing.uoregon.edu; lindstrm@oregon.uoregon.edu

Beginning Date: 1/01/01
Ending Date: 12/31/03

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project has the following three goals: 1) research and document factors that contribute to gender differences in the post-school employment outcomes of young women with disabilities and their male peers with disabilities using case study methodology; 2) develop empirically based guidelines and recommendations to improve post-school employment outcomes for young women with disabilities that target policy, practice, and research; and 3) disseminate project findings in a variety of formats that target policymakers, researchers, practitioners, and consumers. This project address Focus Area 4, "Gender and Special Education."

Method: In order to accomplish these goals, the project will utilize case study methodology that will be structured by a conceptual framework consisting of theoretically and empirically based factors. A sample of young women and men with disabilities who have been out of school three to five years will be identified from sites in Oregon that have a strong and longstanding collaborative relationship with the project staff.

Products: The main publications that will be developed are User Guides on strategies, recommendations, and guidelines based on project findings for improving the employment outcomes of young women with disabilities. These User Guides will be carefully structured to address the needs and interests of different audiences, including school and agency staff, employers, young women and men with disabilities, and their families.

Grant Number: H324D000025

Access to the General Curriculum for High School Students with Mental Retardation: Curriculum Adaptation, Augmentation, and Alteration

Project Director: Wehmeyer, Michael
University of Kansas - Lawrence
Beach Center on Families and Disability
Haworth Hall, Room 3136, 1200 Sunnyside Ave.
Lawrence, KS 66045
Voice: 785-864-0723; *Fax:* 785-864-3458
E-mail: wehmeyer@ku.edu
Website: http://beachcenter.org

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Bonnie Jones
Voice: 202-205-8649
E-mail: bonnie.jones@ed.gov

Purpose: This project, which deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will address contextual variables that influence access to the general education curriculum for students with disabilities, including those with mental retardation. Teachers' perceptions and beliefs about access to the general curriculum will also be studied, as well as instructional and curricular accommodations to ensure that students with disabilities have access to the general education curriculum.

Method: The research will examine the success of a proposed model to gain access for students with mental retardation that involves three levels of curricular modification: adaptation, augmentation, and alterations. This model describes a decision-making process that emphasizes the contribution of both the general curriculum and individually determined student learning needs to an appropriate educational program, incorporates the consideration of assistive technology into the decision-making process, and provides a means of identifying the maximum extent to which students with mental retardation can access the general curriculum.

Products: The project hopes to show how this model for providing access, though evaluated with students with mental retardation, can apply to all students with disabilities. It will increase the knowledge of problems related to providing access for students with mental retardation and will address the challenge of bridging the gap between the general curriculum and functionality by describing, validating, and implementing this model for providing access. Multiple channels will be used for disseminating information and project results, including publication in journals, presentations at conferences, publication of a monograph describing the model, and various Internet-based locations.

Grant Number: H324D000028

Access to Visual Learning and Options for Students with Severe Low Vision: Policy, Practice, and Cost Effectiveness

Project Director: Smith, Audrey J.; Huebner, Kathleen; Geruschat, Duane
Pennsylvania College of Optometry
Dept of Graduate Studies
Institute for the Visually Impaired, 8360 Old York Rd
Elkins Park, PA 19027-1598
Voice: 215-780-1368; *Fax:* 215-780-1357
E-mail: Kathyh@pco.edu

Beginning Date: 1/01/01
Ending Date: 12/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will identify state policies and state and local practices as they relate to selection of accommodations that promote visual access to learning. It will examine the cost-effectiveness of strategies for visual access, factors influencing implementation of policy, and how these factors impact visual access to learning by students with severe low vision. The project will also identify and disseminate factors that are associated with successful state and local programs which could be implemented by other states to increase visual access to learning by students with severe low vision.

Method: The project will answer the questions posed by its objectives by conducting surveys and focus groups in 10 states, each of which represents one of the 10 federal regions. Analysis of and comparison of the focus group research data with the survey research will allow staff to identify which states have already existing policies and cost-effective strategies for allowing visual access to the general curriculum, and where teachers are teaching students to utilize the most cost-effective and successful strategies.

Products: The project expects to develop a description of the policies in all the states with respect to how students with low vision visually access the general education curriculum. It will describe the way policy is translated into practice and the factors that inhibit or facilitate translating policy to practice. It will disseminate strategies for achieving successful policy to practice implementation, strategies used by students for visual access to learning and how those are achieved, and the cost-effectiveness of various approaches for achieving visual access.

Grant Number: H324D000030

Providing a Solid Foundation for Preschoolers with Disabilities to Learn to Read

Project Director: Fuchs, Doug; Fuchs, Lynn
Vanderbilt University
Peabody College, Box 328
Nashville, TN 37203
Voice: 615-322-8150; *Fax:* 615-343-1570
E-mail: doug.fuchs@vanderbilt.edu; lynn.fuchs@vanderbilt.edu

Beginning Date: 1/01/01
Ending Date: 12/31/03

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will develop an effective, feasible program for providing preschoolers with disabilities intensive phonological awareness and other early literacy instruction within normal preschool settings to create an intensive and broadly effective program to promote inclusion in normalized preschool settings. The program will encourage meaningful family participation and will be feasible for teachers to use.

Method: The project will develop and examine the effectiveness of teacher-led activities, peer-mediated activities, and parent-delivered activities. In the first year, a large experimental study will assess the added value of a highly structured, classwide peer-tutoring program, over and beyond teacher-led instruction. The effects of these methods on the development of phonological awareness and emergent literacy skills of preschoolers will be examined, and the children will be studied through first grade. A related, highly structured, intensive parent program will be started as well. In the second year, a second large experimental study will investigate the added value of that parent program on phonological awareness and emergent literacy skills of preschoolers with disabilities. These children will be followed through kindergarten. In the last year of the project, a third large experimental study will investigate how the classwide peer-tutoring and parent programs operate separately and in combination to enhance learning for preschoolers with disabilities.

Products: The project will produce validated classwide peer-tutoring procedures for delivering intensive phonological awareness and emergent literacy skills instruction within the context of preschool settings, and it will develop validated parent programs to deliver intensive phonological awareness and emergent literacy skills instruction. Research reports on the effects of these programs will be produced and training manuals and videos will be made to help teacher trainers and practitioners establish these programs.

Grant Number: H324D000032

Effective Reading Instruction and Students with Emotional and Behavioral Disorders: Access to the General Education Curriculum

Project Director: Vaughn, Sharon
University of Texas - Austin
Texas Ctr for Reading and Lang Arts
D4900
Austin, TX 78712
Voice: 512-471-5716; *Fax:* 512-471-4061
E-mail: SRVaughnum@aol.com
Website: http://texasreading.org/tcrla/research/research.htm

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities. It will describe and experimentally test effective reading practices for students with emotional/behavioral disorders (EBD), based on Project RISE (Reading Instruction for Students with Emotional/Behavior Disorders), which directly addresses the need for research on effective reading practices for students with EBD.

Method: The first study will be a year-long descriptive, observational study in which the reading instructional practices of effective general and special education teachers of EBD students in grades three to five will be systematically studied. The study will determine how these teachers employ effective reading practices designed to prevent reading failure and effective principles of instruction. In years two and three, a second study will experimentally test the effectiveness of systematic reading instruction for students with EBD in grades three to five. Measures of teacher knowledge, implementation fidelity, and perceptions of the intervention practices will be ascertained, along with students outcomes in reading, behavior, self-concept, and participation in general education settings.

Products: The set of investigations developed by this project will focus directly on students with EBD and how effective reading practices are adapted to meet their unique behavioral and emotional needs. Findings of the studies will be disseminated at the local, state, and national levels in a variety of formats, including journal articles, technical reports, parent and teacher workshops, and print and electronic communication. Particular emphasis will be paid to the development of products for teachers, parents, and school administrators that will assist them in the implementation of effective reading interventions.

Grant Number: H324D000033

Project IMPACT: Individualizing and Monitoring Programs to Accelerate Children's Trajectories

Project Director: Fuchs, Lynn; Fuchs, Doug
Vanderbilt University
Peabody College, Box 328
Nashville, TN 37203
Voice: 615-343-4782; *Fax:* 615-343-1570
E-mail: lynn.fuchs@vanderbilt.edu; doug.fuchs@vanderbilt.edu

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Ingrid Oxaal
Voice: 202-205-2152
E-mail: ingrid.oxaal@ed.gov

Purpose: The IMPACT project (Individualizing and Monitoring Programs to Accelerate Children's Trajectories) addresses Focus Area 5: Research to Improve Literacy Results for Children Who Are Unresponsive to Effective Classroom or Schoolwide Programs in Grades K-3. The project intends to expand the knowledge base about children who do not respond to treatments that work well for the majority of students, and to codify a set of methods for identifying unresponsive children and for intervening to reverse unresponsiveness.

Method: The IMPACT project will evaluate and codify two complementary methods for identifying unresponsive children: a screening tool to pre-identify children at risk to be unresponsive and a process to identify children who are actually nonresponders. Environmental and learning characteristics related to the reading development of unresponsive students will be identified and described and two complementary methods for targeting effective interventions for nonresponders will be evaluated and codified. Across the years of the project, activities focusing on different dimensions of reading development will be conducted: phonological awareness and early decoding skills among kindergarten students; decoding and fluency among first graders; and comprehension among children in grades two to three.

Products: The project will develop a process for identifying unresponsive children; a set of environmental, social, cultural, and psychosocial characteristics for predicting unresponsiveness; a process for formulating effective instructional programs for otherwise unresponsive children; methods for providing access to content for children with insufficient reading competence; methods for documenting and evaluating progress of unresponsive children toward meeting intervention goals; and procedures for establishing appropriateness expectations for unresponsive students.

Grant Number: H324D000034

Standards for All Model: Personalizing Elementary Education

Project Director: Zeph, Lucille; Gilmer, Deborah
University of Maine
Center for Community Inclusion
5717 Corbett Hall
Orono, ME 04469-5717
Voice: 207-581-1207; *Fax:* 207-581-1231
E-mail: lu.zeph@umit.maine.edu; debbie.gilmer@umit.maine.edu
Website: http://www.ume.maine.edu/cci/research/sam/index.htm

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project merges and tests a collaborative effort of regular and special education designed to increase student achievement and, ultimately, the post-school outcomes of children and youth with disabilities using a common framework of standards-based reform, Maine's Learning Results. Designed to align with the systemic restructuring initiatives at the national, state, and local levels, the project will investigate the degree to which restructuring advances beyond theory and puts into action instructional interventions based upon high expectations for the achievement of high standards for all students, including students with a full range of disabilities. The project will provide empirical examination and direction to guide the implementation of the framework of Goals 2000 and the Improving America's Schools Act. This directed research project deals with Focus Area 2, "Instructional Interventions and Results for Children with Disabilities."

Method: The Center for Community Inclusion (Maine's University Affiliated Program at the University of Maine), in collaboration with the Maine Department of Education, two Maine elementary/middle (K-8) schools, and LEARNS: Maine's Statewide Systems Change Initiative for Inclusive Education, will develop, implement, test, and disseminate an educational model of high standards for all students based on Maine's Learning Results. Using a multi-method study, the project will empirically investigate: 1) What changes in teacher practice result from Standards for All Model (SAM) training on instructional and curricular accommodations designed to ensure that students with disabilities have access to the general education curriculum and achieve high standards?; 2) To what extent does the implementation of SAM relate to achievement of Maine's Learning Results for students with and without disabilities?; and 3) What school characteristics (i.e. demographics and school improvement plan design) are related to the degree of change and outcome?.

Products: The SAM will be widely disseminated throughout Maine and the nation to inform practice and improve and enhance the educational gains and, ultimately, post-school outcomes for all students. The project will utilize Web-based technology by establishing a home page to which project findings, strategies, and information will be posted. Additionally, the project will, in Year 3, prepare a monograph to be widely disseminated throughout the country articulating the SAM model with recommendations and strategies for implementing and evaluating educational reform initiatives at the elementary and middle levels.

Grant Number: H324D000040

Project PROGRESS: Predicting Outcomes by Gender and Exceptionality Status

Project Director: Oswald, Donald P.; Best, A. M.
Virginia Commonwealth University
P.O. Box 980489
Richmond, VA 23298-0489
Voice: 804-828-9900; *Fax:* 804-828-2645
E-mail: doswald@vcu.edu
Website: http://views.vcu.edu/~progress/Home.htm

Beginning Date: 1/01/01
Ending Date: 12/31/03

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project addresses Focus Area 4: Gender and Special Education. Project PROGRESS (Predicting Outcomes by Gender and Exceptionality Status) will provide educators and policy makers with information about gender differences in the educational and vocational outcomes of students who are gifted, low achieving, disabled, and normally achieving. The goal of the study is to offer recommendations that educators may use to close the gender gap with respect to preparedness for participation in the work force.

Method: PROGRESS will investigate the relationships between gender and other individual student characteristics and education and vocational outcomes for students who are at substantial risk for educational and employment outcomes that are below expectations. PROGRESS will conduct analyses to investigate how specific achievement levels, student background characteristics, and school experiences lead to nationally recognized and needed outcomes: high school graduation, high levels of skill attainment, and successful post-school employment experiences. The project will investigate whether the relationship between characteristics and outcomes is different for male and female students. Project PROGRESS will offer educators, researchers, and policymakers a comprehensive analysis of gender disproportionality and the variables most likely to positively influence school completion, achievement rates, and post-school attainment for the students most likely to be unprepared to assume productive adult life roles. The data sets to be used for the project are 1) the Office for Civil Rights Elementary and Secondary School Civil Rights Compliance Survey (1980-1996) and 2) the National Education Longitudinal Study of 1988, including the base year survey and data from three follow-up surveys.

Products: The study will provide specific recommendations for addressing gender disproportionality by type of youth (gifted, disabled, at-risk). These analyses will be exchanged with educators and policymakers to permit an informed and effective response to the national problem of youth leaving high schools unprepared to fulfill the demands of the 21st century workplace. Information will be provided through an interactive web-site; consumer-friendly briefs; and traditional, refereed research journal submissions.

Grant Number: H324D000041

Inclusion of Preschool Children with and without Disabilities in State Standards Based Accountability Systems

Project Director: Rous, Beth
University of Kentucky
126 Mineral Industries
Lexington, KY 40506-0051
Voice: 859-257-9115; *Fax:* 859-257-2769
E-mail: brous@uky.edu
Website: http://www.ihdi.uky.edu/sparc

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project addresses Focus Area 1: Inclusion of Students with Disabilities in Large-Scale Assessment Programs. The University of Kentucky Interdisciplinary Human Development Institute's University Affiliated Program (UAP), in collaboration with the Council for Exceptional Children's Division for Early Childhood (DEC), will conduct a three-year, multi-state investigation to develop a set of recommended practices for Standards Based Accountability Systems at the preschool level. The primary research objective is to investigate appropriate practices for the inclusion of preschool children with and without disabilities in Standards Based Accountability Systems. Practices will be identified from current research, perceptions from the early childhood community, and current practice in states.

Method: The project will address the issue of inclusion of preschool children with and without disabilities in accountability systems through four interrelated activities: Activity 1: Synthesize the current knowledge base as it relates to critical components and practices when implementing Standards Based Accountability Systems for the preschool population; Activity 2: Identify perceptions of the early childhood field about: 1) appropriate practices for Preschool Standards Based Accountability Systems at the preschool level; 2) the value of a Preschool Standards Based Accountability System; 3) how young children should be assessed for accountability purposes; and 4) the relationship between Recommended Practices (DEC), Developmentally Appropriate Practices (National Association for the Education of Young Children), and Standards Based Accountability Systems at the preschool level; Activity 3: Identify how states currently include pre-kindergarten programs in their Standards Based Accountability System; and Activity 4: Validate a set of recommended practices for inclusion of preschool children with and without disabilities in state and local Standards Based Accountability Systems. The study will utilize a mixed methods approach that will include interviews, focus groups, document review, and surveys. Five states will be selected for a more in-depth case study of the current use of Standards Based Accountability Systems with preschool populations.

Products: At the end of the project, a set of recommended practices related to preschool inclusion in Standards Based Accountability Systems, which has been validated by the field, will be available to state and local programs across the country.

Grant Number: H324D000049

Project ALTER: Accelerating Literacy Trajectories in Early Readers

Project Director: Simmons, Deborah C.; Kame'enui, Edward J.
University of Oregon
IDEA, Education Annex
1211 University of Oregon
Eugene, OR 97403-1211
Voice: 541-346-3486; *Fax:* 541-346-3581
E-mail: dsimmons@oregon.uoregon.edu; ekamee@oregon.uoregon.edu
Website: http://idea.uoregon.edu/projects/alter.html

Beginning Date: 1/01/01
Ending Date: 12/31/03

OSEP Contact: Ingrid Oxaal
Voice: 202-205-2152
E-mail: ingrid.oxaal@ed.gov

Purpose: Project ALTER (Accelerating Literacy Trajectories in Early Readers) addresses Focus Area 5: Research to Improve Literacy Results for Children Who Are Unresponsive to Effective Classroom or Schoolwide Programs in Grades K-3. The three-year longitudinal program of research will address the early and often enduring beginning reading difficulties of children with identified reading disabilities or at risk of reading delay. The program of research will develop, test, and evaluate a conceptual framework that combines the components of reading, characteristics of learners, formative assessment, and responsive instruction to develop a "levels-of-intervention-intensity" model. Project ALTER will examine and refine knowledge of the factors that are causal and correlational to positive and sustainable growth in early reading achievement. A primary distinction of Project ALTER is the frequent, formative evaluation of the learner's response to instruction and the systematic and dynamic adjustments for each child who fails to derive adequate benefit.

Method: A cumulative "Levels of Intensity Analysis" will be used to develop "intervention profiles" that address three primary questions: 1) What are the effects of "dynamic assessment and responsive intervention" on learners' early reading growth?; 2) What intensity of intervention is necessary for students to achieve adequate reading growth?; and 3) What are the common profiles of intervention intensity that achieve immediate and long-term effects on reading achievement? The proposed research uses three research methodologies: 1) descriptive, correlational research to identify relations between learner variables and their response to instruction; 2) experimental group research to investigate inter-individual differences; and 3) progress monitoring and growth-curve analyses to evaluate intra-individual growth and response to instruction. Forty kindergarten students from six schools in a suburban school district in the Pacific Northwest will participate. Students may be identified as experiencing developmental delay, specific learning disabilities, or at risk of reading disability. All students will be identified at mid-year kindergarten as failing to respond adequately to a multi-context Level I Intervention that includes research-based strategies implemented in general education, special classes, and home-literacy components. Measures from four constructs (i.e., prereading, vocabulary, word recognition, and comprehension) will be collected formatively and analyzed through correlational, multivariate, and individual growth curve analyses.

Products: Outcomes include: 1) "Intervention Profiles" that will accelerate and sustain adequate reading growth, and 2) "Learning Profiles" (e.g., phonological awareness, alphabetic understanding, fluency, rapid automatized naming, cultural, and linguistic factors) that typify inter- and intra-individual differences. Findings will be disseminated through 1) research and practitioner publications; 2) staff development and conference presentations; and 3) electronic Web-based access to findings, procedures, and profiles.

Grant Number: H324D000057

Assessment Protocols for Latino Children with Learning or Emotional Disabilities

Project Director: Linares-Orama, Nicolas; Marti-Calzamilia, Luis
University of Puerto Rico
The Filius Institute
GPO Box 365067
San Juan, PR 00936-5067
Voice: 787-766-2156; *Fax:* 787-759-5095
E-mail: nlin@tld.net

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project will address the lack of culturally sensitive learning and emotional assessments for Latino children three to nine years of age. The late identification of Latino children requiring special education causes behavior deterioration and school attrition. The project will improve the quality of assessments for this group through qualitative and quantitative research initiatives and related dissemination activities. The project's objectives include describing the currently used assessment methods and opportunities and obstacles for the identification of these Latinos; determining the elements of alternate new assessment protocols for these children; developing time-efficient new assessment protocols; and examining their usefulness when used by school personnel. This project addresses Focus Area 3, "Early and Prescriptive Assessment of Children with Learning and Emotional Disabilities."

Method: The investigation will use both focus group-expert panel (qualitative) and subject examination (quantitative) methods to obtain the data. In year 1, the project will identify highly discriminating traits between separate samples of Spanish-speaking Latino children three to nine years old with and without learning disabilities and with and without emotional disabilities, in order to determine how to recognize these disabilities in a 90- to 120-minute period. In year 2, the project will conduct focus group and expert panel discussions to recommend time-efficient protocols for the assessment of learning and emotional characteristics in these children and will construct new assessment protocols. At the end of year 2 and year 3, the project will examine the usefulness of these new assessment protocols when used to identify Latino children with learning or emotional disabilities by school personnel. In this investigation, the project will search for early signs of trouble, consider the child within a physical and human context, approach the methods and analyses from a multi-influence standpoint, inquire about specific typical and atypical behavior and skills, use focus group and expert panel qualitative research, use adapted published scales and tests, and conduct quantitative collection and analyses of data. The project's approach will be multi-disciplinary, seeking parental and consumer involvement.

Products: The project will produce valid learning and emotional assessment protocols and elucidate on the particular dimensions of Latino preschool and school-age children. On-going and final data and products will be disseminated through the World Wide Web, newsletters, conference presentations, and journal publications.

Grant Number: H324D000062

Maximizing the Impact of Curricular and Instructional Accommodations through Personalized Grading Plans

Project Director: Munk, Dennis D.; Bursuck, William D.
Northern Illinois University
Dept of Teacher Education
Gilbert Hall
DeKalb, IL 60115-2860
Voice: 815-753-8443; *Fax:* 815-753-8594
E-mail: dmunk@niu.edu; bursuck@niu.edu
Website: http://www.cedu.niu.edu/projectpgp

Beginning Date: 1/01/00
Ending Date: 12/31/03

OSEP Contact: Jane Hauser
Voice: 202-205-8126
E-mail: jane.hauser@ed.gov

Purpose: This project addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities. The project involves the refinement and validation of a model for making grading adaptations within the context of personalized grading plans (PGP's) for middle school students in high-incidence disabilities included in general education classes. The PGP Model incorporates effective practices of 1) basing grading practices on a desired purpose for a grade; 2) collaboration among student, parents, and teachers; 3) enhancing feedback provided by the grade; 4) integrating grading criteria with other adaptations; and 5) increasing utilization of grading adaptations provisions within grading policies.

Method: The project will extend research beyond limited qualitative measures of process and more obvious outcomes (e.g., grades) into multiple measures of the outcomes of a personalized grading plan within the framework of between-subjects and within-subjects comparison. In this project, the PGP Model for making grading adaptations will be implemented, evaluated, refined, and replicated over a three-year period in three large middle school settings: two suburban and one urban. Multiple outcome measures will be implemented to assess the outcomes and perceived satisfaction of students, parents, and teachers. The model will be implemented in a staggered fashion. Sixth-grade teachers will be trained to implement PGP in Year 1, sixth- and seventh-grade teachers in Year 2, and sixth-, seventh-, and eighth-grade teachers in Year 3.

Products: Approximately 144 students will be served, and over 100 special and general education teachers trained.

Grant Number: H324D000063

Project CASIAS: Comprehensive Assessment System: Including All Students

Project Director: Tindal, Gerald
University of Oregon
BRT-232 Education
5262 University of Oregon
Eugene, OR 97403-5262
Voice: 541-346-1640; *Fax:* 541-346-5689
E-mail: geraldt@darkwing.uoregon.edu
Website: http://brt.uoregon.edu/proj/casias.html

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: The Oregon Department of Education, the University of Oregon, and Portland State University are combining their resources and efforts for Project CASIAS, Comprehensive Assessment System: Including All Students. In the context of large-scale assessment, this project will address the question "Is taking the 'alternate' assessment an 'either-or' proposition?". The work will replicate and further validate a model comprehensive statewide assessment system that includes "alternate" assessment within the larger state framework and provides appropriate components for students with low-incidence disabilities. The work will also continue to identify and validate the relationships among: 1) emerging academics, 2) academics, and 3) environmentally based career and life roles, while investigating the generalization of students' skills within natural environments. Finally, the project will systematically monitor the effects of this system on the IEP process. This project addresses Focus Area 1, "Inclusion of Students with Disabilities in Large-Scale Assessment Programs."

Method: A decision-making model with a focus on functional career and life roles and academic content will be developed and employed to accomplish the project's objective. Research will be conducted in urban centers (Portland) as well as rural and remote sites (e.g., Harney County) throughout Oregon during Year One. In addition, the project plans to replicate and further validate screening instruments and the decision-making model in Arkansas, Delaware, Kansas, and New Mexico during the second and third years to validate the system in a national context.

Products: This research will help develop a database that will not only validate Oregon's Comprehensive Assessment System but will also inform other state efforts to develop and refine comprehensive assessment systems. The project's research and development on standards-based tests will present a broad menu of issues and options to support all students with disabilities, particularly students with low-incidence disabilities. In addition to presentations at national conferences, the project will disseminate its work using a World Wide Web site, in an accessible form, that links to the National Center on Educational Outcomes (NCEO), and the State Collaborative on Assessing Student Standards (SCASS) Assessing Special Education Students (ASES) pages.

Grant Number: H324D000064

Project ACCESS 2000: Accommodating Curricular Changes for Educational Standard Setting

Project Director: Tindal, Gerald
University of Oregon
BRT-232 Education
5262 University of Oregon
Eugene, OR 97403-5262
Voice: 541-346-1640; *Fax:* 541-346-5689
E-mail: geraldt@darkwing.uoregon.edu
Website: http://brt.uoregon.edu/proj/access.html

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: The University of Oregon's Behavioral Research and Teaching (BRT) section and area school districts are teaming together for Project ACCESS (Accommodating Curricular Changes for Education Standard Setting) to research and develop an objective measurement system for determining when an accommodation is most appropriate for middle/secondary student with disabilities in content area classrooms. Project ACCESS will research three areas: 1) access and decision-making process; 2) contextual, curricular, and instructional accommodations; and 3) standards-based reform-interventions. The project addresses Focus Area 2, "Instructional Interventions and Results for Children with Disabilities."

Method: To accomplish research in these three areas, the University of Oregon will team with general and special educators to utilize school-based action research projects. Currently, state departments of education provide lists of acceptable accommodations specific to their statewide test that are to be implemented by district IEP teams. However, state departments provide no empirically validated, objectively defined guidelines as to when an accommodation or modification should be used within curricular or instructional settings. Parents, teachers, and administrators are left with only rhetoric, not specific guidelines, to direct their judgments. The project will conduct research in both urban centers as well as rural and remote sites throughout the state to sample from a diverse group of students.

Products: Through the use of the action research projects, school teams can empirically validate their proposed curricular accommodations. The project results will be disseminated through links to: 1) the Council of Chief State School Officers (CCSSO) Technical Guidelines group, 2) presentations at major conventions, 3) BRT's Web site (http://brt.uoregon.edu/), and 4) assorted print and journal material.

Grant Number: H324D000066

Project UFLI: An Investigation of the University of Florida Literacy Initiative: Tutoring for Beginning Readers As a Tool for Addressing the Needs of Students Who Are Unresponsive to Effective Reading Programs

Project Director: Lane, Holly
University of Florida
Dept of Special Education
G-315 Norman Hall, P.O. Box 117050
Gainesville, FL 32611-7050
Voice: 352-392-0701; *Fax:* 352-392-2655
E-mail: hlane@coe.ufl.edu

Beginning Date: 12/01/00
Ending Date: 11/30/03

OSEP Contact: Ingrid Oxaal
Voice: 202-205-2152
E-mail: ingrid.oxaal@ed.gov

Purpose: This project will examine the effects of an alternative treatment for struggling beginning readers. The project addresses Focus Area 5, "Research to Improve Literacy Results for Children Who Are Unresponsive to Effective Classroom or Schoolwide Programs in Grades K-3."

Method: The project will analyze the components of effective one-on-one tutoring intervention to determine its most salient features. In one-on-one intervention, the instructor helps the student develop phonological awareness, concepts about print, an understanding of the alphabetic principle, decoding skills, reading fluency, comprehension strategies, and a variety of strategies for successfully negotiating through text. The tutoring sessions include five steps: 1) Gaining Fluency, 2) Measuring Progress, 3) Writing for Reading, 4) Reading a New Book, and 5) Extending Literacy. The project will examine small-group and large-group variations of the intervention.

Products: The project will provide important contributions to the advancement of the knowledge base about beginning reading, and will provide a better understanding of the features of instruction necessary to reach students who are unresponsive to effective programs.

Grant Number: H324D010002

What Happens There? Examination of Alternative Education Schools, Programs, and Practices for Special Education Students

Project Director: Bullis, Michael
University of Oregon
275 College of Education
5261 Univ. of Oregon
Eugene, OR 97403-5261
Voice: 541-346-1645; *Fax:* 541-346-1411
E-mail: bullism@oregon.uoregon.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: This project deals with Focus Area 6: Research on Alternative Schools and Programs for Children Who Are At-Risk of Suspension and Expulsion from School. There is scant research on the 1) number and characteristics of special education students who are placed in alternative education schools; 2) procedures through which special education students enter and leave programs; 3) the type of special education services afforded; 4) perspectives of students and their families about these placements; and 5) how students become integrated back into the mainstream educational setting. Without knowing the answers to these basic issues, it is conceivable that alternative schools and programs will grow without focus and definition, potentially doing little more than warehousing students without providing them with effective academic and social instruction. This project will provide data on these crucial concerns through three complementary sets of activities.

Method: In Year 1, the project will compile a comprehensive listing of alternative schools and programs in the state of Oregon, by using readily available address and contact information and by working closely with the Oregon Department of Education. The project will conduct qualitative case studies of selected alternative schools and programs in the immediate locale in order to develop a comprehensive and clear survey form. These two efforts will coalesce in a statewide survey of all alternative schools and programs that the project will conduct in order to describe: 1) the types and numbers of students who are served in these programs; 2) the basic structure (e.g., staffing patterns, staff qualifications, curriculum, support services, reintegration practices) of the programs; and 3) their general administrative practices. Using these results, the project will refine a program classification-sampling matrix that the project will use in subsequent research activities. In years 2 and 3, by using the program classification matrix, the project will identify and recruit representative alternative schools and programs from across the state to participate in intensive case studies. Specifically, the project will conduct: 1) intensive quantitative examination of those educational settings through previously developed environmental assessment procedures; 2) in-depth individual interviews with educators, students with disabilities, and family members; and 3) qualitative observations of the nuances of the alternative setting.

Products: In year 3, the project will summarize the results in different dissemination formats. The project will write reports, brief policy documents, and professional publications that will be disseminated in written and electronic forms for academic, practitioner, parent, and consumer audiences. The project will also share the project's results regularly with key state-level administrators at ODE, in order to guide their work to improve alternative school and program practices in Oregon. Finally, in order to ensure broad dissemination of project results, the project will publish professional papers, make presentations at professional and family-oriented conferences, and use the project's results and products as training materials in both preservice graduate classes and inservice training sessions.

Grant Number: H324D010003

Linking Decoding Instruction, Decodable Text, and Metacognitive Instruction to Effect Strong Reading Comprehension Outcomes for Children with Disabilities

Project Director: Compton, Donald
Vanderbilt University
Box 328 Peabody
Nashville, TN 37203-5701
Voice: 615-322-8282; *Fax:* 615-343-1570
E-mail: donald.l.compton@vanderbilt.edu

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project deals with Focus Area 5: Research to Improve Reading Comprehension Results for Children with Disabilities. This project will examine the effects of linking systematic decoding training, reading experiences in high-quality decodable text, and metacognitive instruction on the growth of reading comprehension skill in elementary school children with disabilities.

Method: To accomplish this purpose, three sequentially ordered one-year studies will be undertaken to investigate: 1) the effects of reading decodable text that is matched to the child's reading level on the development of reading comprehension skill; 2) the effects of metacognitive strategy instruction on the development of reading comprehension skill; 3) the overall efficacy of linking decoding instruction, reading in decodable text, and metacognitive instruction on reading comprehension skill growth; 4) the child characteristics that predict individual growth in reading comprehension skill in the linked instructional program; 5) teachers' and students' perceptions of the effectiveness, feasibility, and sustainability of linking the various instructional components; and 6) the positive effects of connecting special and general education reading instruction for children with disabilities. In each of the studies, third-, fourth-, and fifth-grade children, all of whom are identified with a disability and receive reading instruction from a special educator, will be given a research-validated word reading and decoding training program. Peer-Assisted Learning Strategies (PALS) will be used to provide children with opportunities to read in connected text in their general education classrooms. Students will be randomly assigned to various PALS conditions that differ in the type of text read (decodable vs. uncontrolled) and whether metacognitive strategies are employed (questioning, predicting, and summarizing vs. no strategies). Data analysis will examine both between-group and within-individual change over time, examine teachers' fidelity of implementation, and ascertain teachers' and students' perspective of the intervention.

Products: This project will produce procedures and software tools that teachers can use to link the instructional components of decoding instruction, reading in high quality decodable text, and metacognitive skill instruction. Across three years of research, 30 special educators will be trained in a state-of-the-art reading program and 250 students with disabilities will benefit from participating.

Grant Number: H324D010013

An Analysis of the Effects of the Effective Academic Support and Enhancement Program

Project Director: Nelson, Ron; Epstein, Michael H.
University of Nebraska
Special Education and Comm Disorders
202 Barkley Center
Lincoln, NE 68583-0732
Voice: 402-472-0283; *Fax:* 402-472-7697
E-mail: rnelson8@unl.edu
Website: http://www.unl.edu/ccs/academic.html

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project deals with Focus Area 7: Research on Early Childhood Mental Health. The Center for At-Risk Children's Services at the University of Nebraska - Lincoln (UNL), in partnership with the Lincoln Public Schools, will conduct an analysis of the Effective Academic Support and Enhancement (EASE) program, a prevention program for children at risk for emotional and behavioral disabilities (EBD). Through EASE, children are identified early and provided intensive reading and language instruction designed to enhance the primary programs currently in place in contemporary schools. This directed research project will address the need for definitive research aimed at causal antecedent variables to EBD.

Method: The two overall research aims of this three-year research project are to assess: 1) whether there is a causal relationship between academic competence and social adjustment, and 2) whether intervention programs (specifically EASE) aimed at their antecedent variables bring about reductions in the frequency and severity of EBD and help to achieve early reading success. A randomized design will be conducted to study these aims using 150 first-grade children (3 cohorts of 50 children who will be randomly assigned to an experimental or comparison condition each year of the project) at risk for EBD from three elementary schools. A wide range of descriptive, beginning reading, academic competence, and social adjustment measures common to the special education field will be used. Multivariate, regression, and growth curve analyses procedures will be used to address the project's research aims.

Products: The project will develop effective strategies for enhancing students' access to the general education curriculum. The project's findings will inform interested researchers; will advance professional practice, programs, and services to children with disabilities and their families; and will be disseminated to research institutes and technical assistance providers.

Grant Number: H324D010016

Teaching Science and the Scientific Method to Physically Disabled Students in the Regular Classroom

Project Director: Inman, Dean P.
Oregon Research Institute
1715 Franklin Blvd.
Eugene, OR 97403-1983
Voice: 541-484-2123; *Fax:* 541-484-1108
E-mail: deani@ori.org
Website: http://www.ori.org/%7Evr/projects/vrscience.html

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project deals with Focus Area 2; Instructional Interventions and Results for Children with Disabilities. Many approaches to teaching students with orthopedic impairments focus on what they cannot do. By using technology to support what they can do, this project hopes to demonstrate a powerful new approach to fostering access to regular classes and enriching these students' educational experiences. Whether their goal is to graduate from high school, attend higher education, or find a job, students with severe orthopedic impairments need to have a basic understanding of science and they need to feel like full-fledged participants in the education process. This project will make a difference in the lives of participating students by enhancing their abilities to acquire new information, as well as increasing their self-esteem and sense of independence.

Method: Computer simulation technology, spawned by the computer gaming industry, is a newly emerging technology that can permit students with severe physical limitations to participate fully in scientific experiments and activities in the regular classroom, thereby maximizing their ability to learn important scientific concepts. This can be accomplished by providing them with realistic, three-dimensional, computer-generated representations of real-world settings where they can make observations, perform experiments, and make discoveries using a standard joystick assembly or other specially adapted switches. In short, this newly emerging technology can level the playing field and permit the "doing" which is so important in the acquisition of scientific knowledge. The goals of the project are to: 1)investigate the effectiveness of virtual reality learning environments as a strategy for enabling students with severe physical disabilities to be educated in regular science education classes; 2) identify the conditions and supports that must be present to successfully implement such programs; 3) identify principles for creating effective computer-based programs that ensure meaningful student participation and meet multiple instructional needs; and 4) investigate the effects that computer-based training programs have on progress in regular classroom settings.

Products: This project will disseminate results of the research in ways that maximize the impact of this innovative strategy for improving the education of students with severe physical disabilities.

Grant Number: H324D010019

Functional Assessment, Collaboration, and Evidence-Based Treatment (FACET)

Project Director: Gettinger, Maribeth
University of Wisconsin - Madison
Waisman Ctr on MR & Human Development
750 University Ave.
Madison, WI 53706-1490
Voice: 608-262-0445; *Fax:* 608-265-2409
E-mail: mgetting@facstaff.wisc.edu

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project deals with Focus Area 7: Research on Early Childhood Mental Health. This project is designed to assess the effectiveness of a collaborative approach for addressing challenging behaviors among young children. The goal of FACET (Functional Assessment, Collaboration, and Evidence-Based Treatment) is to disseminate an evidence-based approach designed to support the social-emotional development of young children with disabilities with the aim of minimizing the need for more intense services in elementary school, and to prevent the need for special education for children without disabilities who are at risk of developing serious behavior problems.

Method: The experimental method involved in this project involves two components: FACET intervention procedures and action research processes. Both components will be taught to experimental teams and monitored through collaborative sessions between teams and FACET research staff. Two elements of the FACET intervention (functional assessment and positive behavior support) are designed to enable professionals and parents to develop effective interventions to accommodate challenging behaviors. The FACET intervention protocol is carried out in the context of team-based, collaborative problem-solving.

Products: This project intends to contribute to the knowledge of evidence-based interventions that accommodate and prevent challenging behaviors among children. The approach taken is comprehensive, incorporating multiple strategies which include restructuring the environment, minimizing the occurrence of problem behaviors, and teaching functionally equivalent, socially competent behaviors. The collaborative, team-based orientation of the FACET model is intended to contribute to the strategies' long-term maintenance and system-level change.

Grant Number: H324D010023

Pathways for Promoting the Success of English Language Learners with Disabilities in Standards-Based Education

Project Director: Thurlow, Martha
University of Minnesota
350 Elliott Hall, 75 E. River Rd.
Minneapolis, MN 55455-0223
Voice: 612-624-4826; *Fax:* 612-624-0879
E-mail: thurl001@tc.umn.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project deals with Focus Area 1: Inclusion of Students with Disabilities in Large-Scale Assessment and Accountability Programs. The primary goal of this research project is to investigate ways that English Language Learners (ELLs) with disabilities can meaningfully participate in and benefit from content-area standards-based instruction.

Method: The project goal will be accomplished by implementing two phases of research. Phase 1 will involve foundational research investigating the performance of ELLs with disabilities on statewide content and academic language assessments. This study will examine the participation and performance of ELLs with disabilities on tests of math and reading as well as on a test of emerging academic English. It will help the researchers identify the greatest areas of concern for the academic progress of these students and help inform the second phase of the research. Phase 2 will examine the effects of recommended instructional practices on the academic performance of ELLs with disabilities. This study will collect and validate recommended practices for delivering content-area, standards-based instruction to ELLs with disabilities in general education settings. A Multi-Attribute Consensus Building (MACB) procedure will be used to develop recommended teaching interventions that will be combined with input from interviews with parents and students from a variety of language backgrounds. These teaching interventions will then be validated through single-case design studies and a national cyber survey.

Products: The results of this project will fulfill the basic needs in promoting effective practice for successful participation of students with disabilities who are English language learners, by improving the alignment of instructional interventions for these students with the standards-based curriculum. Results of this improved alignment will be reflected in the classroom and statewide assessment of student performance. The instructional practices developed will be useful to general educators as well as special educators and language educators working with these students.

Grant Number: H324D010024

Enhancing Mathematical Word Problem Solving Performance of Students with Learning Disabilities in General Education Mathematics Classrooms

Project Director: Jitendra, Asha K.; Griffin, Cynthia
Lehigh University
111 Research Dr., Iacocca Hall
Bethlehem, PA 18015-4794
Voice: 610-758-3219; *Fax:* 610-758-6223
E-mail: akj2@lehigh.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities. The purpose of this three-year research project is to investigate the effectiveness of a recently developed and tested graphic representation approach for teaching problem solving to third-grade children with learning disabilities.

Method: The project expects to: 1)develop an understanding of conventional problem-solving instruction (intended and taught curriculum), including tasks and activities and the extent to which both the intended and taught curriculum align with state and national mathematical standards, which will help in understanding the general education curriculum and the contexts of authentic classrooms in which students with disabilities are placed; 2) examine student behaviors, attitudes, and perceptions regarding problem-solving instruction as well as the effects of conventional math instruction on outcomes (i.e., learned curriculum) for students with learning disabilities and their normally achieving nondisabled peers; 3) develop an empirically validated, systematic instructional approach (graphic representation) and identify instructional modifications for successfully teaching problem solving to third-grade students with disabilities in inclusive settings; 4) investigate the differential effects of the graphic representational technique and traditional approach on the problem-solving performance of all third graders, particularly students with learning disabilities who are experiencing difficulties in mathematical problem solving; and 5) examine the differential effects of a representational technique and traditional strategy on students' problem-solving skill when mathematics problems are context-personalized and nonpersonalized. To determine the effectiveness of the project's intervention, the project will solicit two third-grade classrooms each in Pennsylvania and Florida to participate. Several measures (e.g., interviews, classroom observations, achievement testing) will be used to assess teacher and student behaviors and students' word problem solving performance. The project will use both qualitative and quantitative methods to answer research questions.

Products: Findings from this project should be useful to both researchers and practitioners. The project will disseminate curriculum materials (including model lessons, videos, and sample materials illustrating modifications appropriate for word problem-solving instruction) jointly developed with third-grade teachers.

Grant Number: H324D010026

The Gender & Transition Project: Understanding the Role of Gender & Disability in Transition Planning

Project Director: Powers, Laurie; Geenen, Sarah
Oregon Health & Science University
Center on Self Determination
3608 S.E. Powell Blvd.
Portland, OR 97212
Voice: 503-232-9154; *Fax:* 503-232-6423
E-mail: powersl@ohsu.edu; geenens@ohsu.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project deals with Focus Area 3: Exploring the Influences of Gender on Special Education Referral, Placement, and Service Provision for Students with Disabilities. The Gender and Transition Project will utilize a mulitmethod, multiperspective approach in investigating the quality of transition planning for young women, particularly minority young women, in special education.

Method: The project is a collaboration between the Center on Self Determination at Oregon Health & Science University, and Portland Public and Long Beach Unified School Districts, and will be conducted in three phases. The first phase (Year 1) will involve a survey study of 300 youth in special education (150 young women and 150 young men), 300 parents, and 150 educators. The purpose of the survey is to gather quantitative information on the extent to which factors which promote successful transition planning are present for males versus females with disabilities. The second phase (Year 2) will evaluate the transition component of individualized education plans (IEPs) for young women versus young men in special education. Specifically, the transition plans of 200 females will be compared with transition plans of 200 males to assess whether compliance with the mandates of IDEA and reflections of best practice vary by gender. The third phase (Year 3) will be qualitative investigation of the barriers to transition planning for girls and young women with disabilities, and the identification of strategies to promote successful transition.

Products: Findings from this research project will be comprehensively disseminated to regional and national audiences. The project will substantively contribute to the understanding of the barriers against and strategies for promoting effective transition planning among young women with disabilities.

Grant Number: H324D010027

Collaborative Teaming to Support Preschool Students with Severe Disabilities Who Are Placed in General Education Early Childhood Programs

Project Director: Hunt, Pamela; Soto, Gloria
San Francisco State University
Dept. of Special Education
1600 Holloway Ave.
San Francisco, CA 94132-1722
Voice: 415-338-7848; *Fax:* 415-338-2845
E-mail: hunt@sfsu.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This three-year research effort will investigate the effectiveness of a collaborative teaming model to support preschoolers with severe disabilities who are placed in general education early childhood programs.

Method: The general education/special education collaborative teaming model will include monthly team meetings to develop "Unified Plans of Support" for targeted preschoolers with disabilities. Core team members (including the child's parent) will design and collaboratively implement the plans that include academic adaptations and social and communication supports designed to promote the acquisition of developmentally appropriate skills and full social participation. An in-depth investigation will focus on three educational teams across three preschool programs. Impact on preschooler performance will be evaluated through multiple data sources including behavioral observations within the context of a multiple baseline design and multiple team interviews. The practicality and usefulness of full implementation of the collaborative teaming model will be evaluated through a series of focus group interviews with the participating special and general education teachers, the parents of the focus students, and the administrators of the preschool programs. The impact of learner performance will be evaluated through behavioral observations within an AB, multiple-probe design.

Products: Dissemination of project findings will occur through publication of research reports in relevant journals, dissemination to associated early childhood research institutes and technical assistance providers, posting on early childhood Web sites, and presentations at special and general education national and state conferences.

Grant Number: H324D010031

Young Children's Citizenship in the Literate Community: Research into Low Incidence Disability, Development, and Inclusive Early Childhood Programs

Project Director: Kliewer, Christopher; Fitzgerald, Linda May
University of Northern Iowa
Dept. of Special Education
150 A SEC
Cedar Falls, IA 50614-0601
Voice: 319-273-7185; *Fax:* 319-273-7852
E-mail: christopher.kliewer@uni.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project is a three-year ethnographic/qualitative and action study of inclusive early childhood special education, focusing on access to high quality literacy curricula for all children, including students with low incidence disabilities aged (approximately) 36 months to 6 years.

Method: The project will respond to the following four questions: 1) what is the socially constructed meaning of "access to the literacy curriculum" on the part of young children with low-incidence disabilities in inclusive early childhood programs?; 2) how are services and supports currently designed in relation to question #1?; 3) how might the project more effectively design services and supports to promote future access and participation?; and 4) how will accomplishing responses to question #3 alter responses to question #1?. The project will respond to each of these broad-based questions in the context of: 1) development of effective individualized family service plans (IFSPs) and individualized education programs (IEPs); and 2) curricular and home opportunities promoting the extremely important development of emergent literacy skills in all children. Included in this study will be two age-cohorts of children along with their families, teachers, peers, school and agency administrations, etc. One cohort will be a group of (approximately) 36-month-old children receiving special education services in a variety of natural environments. The project will follow this diverse cohort for 36 months, studying, among other issues, transitions into preschool and IEPs (from IFSPs). The second cohort will be a group of (approximately) four-year-old students receiving special education services in a variety of situations that allow for consistent, extended, and thoughtfully supported academic interactions with nondisabled children. This cohort will be followed for 36 months, studying, among other issues, transitions from preschool to elementary school.

Products: The findings from this project will be disseminated nationally and internationally through: 1) research presentations given at three or more international conferences annually; 2) publication in peer-reviewed research journals; and 3) possible manuscript for publication with an education press. The findings will be disseminated through: 1) on-going consultations in school districts across Iowa; 2) graduate coursework and research; and 3) undergraduate coursework and experiential learning opportunities.

Grant Number: H324D010034

Alternative Schools: Policy, Practice, and Implications for Students with Disabilities

Project Director: Ysseldyke, James; Lehr, Camilla A.
University of Minnesota
Institute on Community Integration
178 Pillsbury Dr. SE, Suite 450
Minneapolis, MN 55455-2070
Voice: 612-624-0722; *Fax:* 612-626-7496
E-mail: yssel001@tc.umn.edu; lehrx001@umn.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: This project deals with Focus Area 6: Research on Alternative Schools and Programs for Children Who Are At-Risk of Suspension and Expulsion from School. The project will use and build on existing networks, expertise, and history of success to conduct a study investigating the policies and practices of alternative schools across the country. The extent to which and how students with disabilities are served in these programs will be examined.

Method: Because of the variability across alternative schools and programs, a framework that operates at several levels and incorporates both quantitative and qualitative methodology will be used. Four studies will be completed: 1) Study I will be a national examination of alternative schools to provide a broad understanding and typology of alternative schools in operation and of the extent to which students with disabilities are being served in these settings; 2) Study II will involve in-depth state-level examination of alternative schools yielding state-level case studies describing alternative school policies and practices for students with disabilities; 3) Study III will extend beyond state-level investigations and include in-depth field visits by experienced field researchers to alternative schools to collect information directly from students with and without disabilities, parents, educators, and administrators; and 4) Study IV will culminate in a synthesis of the information gathered across the studies and result in recommendations to guide policy, practice, and further study.

Products: This directed research project will produce timely and relevant reports, journal articles, research briefs, and related materials that will be widely disseminated.

Grant Number: H324D010036

Tools for Teachers Project: Developing Assessment and Instructional Tools for Improving the Social Functioning of Children with Mental Retardation in General Education Classrooms

Project Director: Siperstein, Gary N.; Leffert, James S.
University of Massachusetts - Boston
Center for Social Dev & Ed
100 Morrissey Blvd.
Boston, MA 02125-3393
Voice: 617-287-7250; *Fax:* 617-287-7249
E-mail: gary.siperstein@umb.edu

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities. In light of the well-documented problems in social functioning of children with cognitive disabilities, this project believes that instruction in social skills clearly needs to be a critical part of the general education curriculum. Therefore, the Tools for Teachers project will provide elementary-level general and special education teachers with the tools they need to deliver effective social skill instruction to children with mental retardation.

Method: The project will accomplish three objectives: 1) to develop and validate a process-oriented assessment tool that teachers can use to obtain critical information regarding the social skills of children with mental retardation, the project will carry out a total of six research steps, which will involve approximately 800 children with and without mental retardation in grades 2 through 5; 2) to develop an instructional tool that will guide teachers through the process of formulating objectives and adapting and customizing instructional lessons, the project will carry out four research steps, which include creating an instructional "roadmap" that will link skills and instructional objectives to lessons, activities, and materials in existing social skills curricula, and guidelines for "customizing" lessons using Universal Design Learning principles; and 3) to evaluate the impact of the assessment and instructional tools on the effectiveness of the social skills instruction that teachers provide to children with mental retardation and on these children's acquisition of socially appropriate patterns of behavior, the project will implement "Tools for Teachers" in 24 classrooms and follow a cohort of 24 general education teachers and 96 students with mental retardation over a period of two years.

Products: Overall, the Tools for Teachers project will provide general and special education teachers with innovative, practical tools for assessing and intervening in the social problems that children with mental retardation experience in the general education classroom, thus helping to ensure that the goal of access to and participation and progress in the general education curriculum becomes a reality for these children.

Grant Number: H324D010040

Strategic Learning Editions: Embedding Flexible Supports for Learning Comprehension Strategies in Digital Text

Project Director: Dalton, Bridget; Pisha, Bart
CAST, Inc.
39 Cross St., Peabody, MA 01960-1628
Voice: 978-531-8555; *Fax:* 978-531-0192
E-mail: bdalton@cast.org; bpisha@cast.org
Website: http://www.cast.org/udl/index.cfm?i=2659

Beginning Date: 10/15/01
Ending Date: 10/14/04

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project deals with Focus Area 5: Research to Improve Reading Comprehension Results for Children with Disabilities. For teachers, there are three prominent barriers to implementing effective strategy instruction: 1) lack of training in how to teach strategies effectively; 2) insufficient time and expertise to provide the frequent and sustained student practice with plentiful, individualized feedback that is essential to student progress; and 3) increasing size and diversity of today's classrooms which makes it difficult to provide individualized instruction. In this project, CAST will investigate the potential of a new kind of instructional media — digital texts with embedded and individualizable reading strategy and decoding supports — to overcome these barriers and meet the challenge of supporting both teachers and students in improving reading comprehension. It is hoped that enhanced electronic texts can extend the capacity of the teacher to support students with learning disabilities, and develop the capacity of students so that they have access to, and make progress in, the general curriculum.

Method: The project will investigate the effectiveness of a technology-supported approach to reading strategy instruction for students with and without learning disabilities in grade 6 - 8 inclusion classrooms and resource rooms. Qualitative studies in Years 1 and 2 will lead to an experimental study in Year 3, comparing a computer-supported versus non-computer-supported approach to strategy instruction. The project will assess the impact of the intervention on students' reading comprehension and motivation, and provide detailed portraits of individual learners. The project will also study how teachers develop expertise in teaching reading strategies to students with and without learning disabilities and how that process is influenced by the intervention.

Products: CAST will identify and develop effective methods for supporting the successful implementation of a technology-based approach by teachers within inclusion classroom and resource room settings.

Grant Number: H324D010048

Long-Term Outcomes of Children Receiving Preschool Intervention for Behavioral or Developmental Concerns

Project Director: Kendziora, Kimberly; Osher, David
American Institutes for Research
1000 Thomas Jefferson St., NW
Washington, DC 20007-3835
Voice: 202-944-5300
E-mail: kkendziora@air.org; dosher@air-dc.org

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project deals with Focus Area 7: Research on Early Childhood Mental Health. The project will examine the long-term effects on school outcomes associated with participating in an intensive preschool intervention for children with behavioral and developmental concerns. The project will also address the mechanisms of determining impact and cost-effectiveness of the early intervention program.

Method: The study site selected for this project is the Positive Education Program's Early Intervention Center (EIC) in the Cleveland, Ohio area. Twenty-two annual cohorts of EIC children have gone as far as the third grade in school, and will be included in the study (resulting in a total sample size between 3,216 and 4,560). School record data will be collected from local school districts to see how these children have progressed over time. The research questions addressed in this study will determine which school outcomes (such as grades, achievement test scores, attendance, grade retention, disciplinary removals, special education service use, and high school graduation) occur within four groups of children matched demographically at first grade: a) children who participated in a parent-driven preschool intervention program with a reputation for quality; b) children who received special education services before school entry in their school districts; c) children who began receiving special education services for emotional or behavioral disturbance later in first grade; and d) children from the same school building who appear to be typically developing, which will provide a normative reference group that will aid in interpreting the information collected about the other children's development.

Products: The project will submit journal articles to publications targeting researchers, practitioners, families, and policy makers. The project will submit articles to specific association newsletters and World Wide Web sites. Project staff will make presentations at research conferences.

Grant Number: H324D010049

The Inclusion of Students with Disabilities in Large Scale Assessment and Accountability Programs

Project Director: Herner, John
University of Dayton
4807 Evanswood Dr., Suite 300
Columbus, OH 43229
Voice: 614-785-1163; *Fax:* 614-785-0513
E-mail: John.Herner@notes.udayton.edu

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project deals with Focus Area 1: Inclusion of Students with Disabilities in Large-Scale Assessment and Accountability Programs. The University of Dayton will conduct a national study that will examine the effects of state policy on inclusion of students with disabilities, particularly those with low-incidence disabilities, in large-scale assessment and accountability programs.

Method: The goals for this national study are the following: 1) to gather assessment and accountability policy information, state by state, that will provide a basis for comparison regarding state policy and practice surrounding inclusion for students with disabilities in large-scale assessment and accountability programs; 2) to implement a data sorting rubric that will allow for collection, presentation, and dissemination of useful data that can assist states in an institutionalization of IDEA '97 mandates and Title One requirements; 3) to collaborate with the National Association of State Directors of Special Education's (NASDSE) Policy Partnership Project in conducting research and analyzing the data; and 4) to actively collaborate with and disseminate results to OSEP Policy Partnership Projects, to State Directors of Special Education and Assessment, to the publications of stakeholder groups, and to other interested OSEP-funded projects such as the National Center on Educational Outcomes (NCEO), Council of Chief State School Officers (CCSSO) and the National Association of State Directors of Special Education (NASDSE).

Products: Data collected will assist states with their continuous improvement activities and will provide an early understanding of the unintended consequences that arise when implementing IDEA, so that appropriate adjustments and modifications to policy and practice can be made in a timely and appropriate manner.

Grant Number: H324D010050

Early Literacy: Comparison of Salient Features of Two Intervention Approaches

Project Director: Werts, Margaret; Losardo, Angela
Appalachian State University
Language, Reading & Exceptionalities
124 Edwin Duncan Hall
Boone, NC 28608
Voice: 828-262-2225; *Fax:* 828-262-6767
E-mail: wertsmg@appstate.edu; losardoas@appstate.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project deals with Focus Area 4: Research to Improve Literacy Results for Children Who Are Unresponsive to Effective Classroom or Schoolwide Programs in Grades K-3. Theoretically and functionally, direct instruction (DI) and activity-based intervention (ABI) exemplify two distinct intervention procedures. The major goal of this research project will be to examine these two procedures and compare their effectiveness for the acquisition, generalization, and maintenance of early literacy training targets.

Method: Three objectives are designed to meet this goal. First, a components analysis study will be conducted and will result in a chart outlining the salient components of ABI and DI along the following three dimensions: 1) dependent variables, 2) independent variables, and 3) contextual features. Four studies will respond to existing knowledge deficits related to effective instructional procedures for young children. The purpose of each study is to evaluate the differential effects of promoting children's early literacy skills using ABI and DI. Three dependent variables will be targeted in the four studies: 1) acquisition; 2) generalization; and 3) maintenance of early literacy training targets. In study one, the project will explore when and how training trials are introduced. In study two, the project will manipulate the variable of a teacher versus child initiation. In study three, types of antecedents and consequences used will be examined. In study four, the role of corrective feedback will be studied. A majority of children will acquire targeted skills; however, a small percentage will need further instruction. The project will plan and implement instruction of these children using information from two sources: 1) information from the four studies indicating effective procedural components; and 2) graphs from the individual child indicating rates of acquisition and learning curves during sessions.

Grant Number: H324D010052

Enhancing Social-Emotional Development through Support Practices

Project Director: Linder, Toni
University of Denver
College of Education
2199 S. University Blvd.
Denver, CO 80208-2121
Voice: 303-871-2474; *Fax:* 303-871-7805
E-mail: tlinder@du.edu

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project deals with Focus Area 7: Research on Early Childhood Mental Health. This project will develop, implement, and evaluate the effectiveness of two different family support practices intended to foster social and emotional development and resilience in infants and toddlers with or at risk of disabilities. An indirect approach will focus on educating parents on recommended best practices in early intervention and a direct approach will implement an accepted curriculum for fostering social and emotional development and strengthening of parent-child relationships.

Method: The study will implement an experimental design with random assignment of 120 families into one of four groups, all of which will continue to receive services through their IFSPs. Group One will receive indirect intervention, Group Two direct intervention, and Group Three will receive both. Group Four will receive none of these additional interventions. The goal is to assess which of the three experimental interventions is most effective in promoting child social-emotional development.

Products: This project will draw conclusions about which of the family support practices it develops are most effective in enhancing parent-child relationships and subsequently social and emotional development and resilience of infants and toddlers with disabilities. The findings will contribute to the advancement of theory related to advocacy and child development and to relationship development of parents and their infants and toddlers with disabilities. Findings will be disseminated to federally funded research and training centers and within the fields of education, early intervention, special education, psychology, and psychiatry. Results will be published in research and practitioner journals for early childhood and special education and the mental health fields.

Grant Number: H324D010053

Universal Design for Learning: Increasing Access to, Participation and Progress in the General Curriculum for Students with Cognitive Disabilities

Project Director: Hart, Debra; Whitney-Thomas, Jean
University of Massachusetts - Boston
Institute for Community Inclusion
100 Morrissey Blvd.
Boston, MA 02125
Voice: 617-355-7443; *Fax:* 617-355-7940
E-mail: debra.hart@tch.harvard.edu; jean.whitneythomas@umb.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: The University of Massachusetts' Institute for Community Inclusion (ICI), in partnership with the Center for Applied Special Technologies (CAST) and two urban high schools, will test and validate instructional units based on the principles of Universal Design for Learning (UDL) that enhance access to and participation and progress in the general curriculum for all students, including students with cognitive disabilities.

Method: The basic premise of UDL is that curriculum should include alternatives to make it accessible and applicable to students with different backgrounds, learning styles, and abilities. UDL does not imply one optimal solution for everyone, but instead underscores the need for inherently flexible, customizable content, assignments, and activities. The framework calls for flexibility in three areas: represent information in multiple formats and media to ensure that all students can learn, provide ways to engage students' interests and motivations, and provide multiple pathways for students' actions and expressions. To be effective, these three principles must be applied to each aspect of the teaching and learning situation: setting of goals, choice of methods and materials, and means of assessment. This partnership will measure the impact of instructional units using the principles of Universal Design to increase: 1) access (e.g., students' self-assessed understanding and access to tools to help); 2) participation (e.g., completion of in-class assignments, active participation in whole-class and small group activities, and adequate preparation for class including completed assignments and necessary materials); and 3) progress (e.g., satisfactory completion of unit requirements, grade point equivalents, Massachusetts Comprehensive Assessment System scores, and progress toward IEP goals) for students with cognitive disabilities in two high schools. The project will also provide training, technical assistance, and ongoing facilitation of Teacher Inquiry Groups (TIGS) to: 1) create instructional units based on the principles of UDL, and 2) teach, model, and assist in teacher inquiry and data collection techniques. The project will implement a four-step process with three content-specific or cross-content groups of ninth-grade teachers each year in two high schools (18 TIGs) to: 1) engage in UDL professional development and choose the content of the instructional units; 2) create profiles of current status by: examining existing materials, methods, and standards; identifying the learning needs of all students on their teams; and identifying barriers to access; 3) design instructional units based on the principles of UDL; and 4) apply the resulting UDL unit in the classroom, evaluate its effectiveness, and revise it to meet the learning needs of all students.

Products: Teacher Inquiry Groups composed of general and special educators will use the UDL framework to proactively plan curricula that accommodates diverse learning styles of all students through the integration of technology into curriculum planning, management, instruction, and instructional materials. The project will disseminate project materials nationally via a project World Wide Web site, clearinghouses, and presentations.

Grant Number: H324D010055

Alternative School Project

Project Director: Quinn, Mary
American Institutes for Research
1000 Thomas Jefferson St. NW, Suite 400
Washington, DC 20007
Voice: 919-751-2356; *Fax:* 919-751-2357
E-mail: mquinn@air.org

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: This project deals with Focus Area 6: Research on Alternative Schools and Programs for Children Who Are At-Risk of Suspension and Expulsion from School. The two goals of this project are to: 1) develop an empirically grounded conceptualization of alternative schools and programs; and 2) delineate and disseminate the factors that characterize effective alternative schools. The study will also provide extensive examination of the implications of alternative school placement for disadvantaged and disabled children.

Method: This study comprises four key components: 1) examination of extant National Center for Education Statistics national and state data, and California and Texas statewide data; 2) use of an expert panel that will be linked electronically to provide inputs into the study from a broad research, practice, and policy perspective; 3) implementation of in-depth case studies of alternative schools, "feeder" schools, and "receiver" schools in two racially and economically diverse school districts in San Francisco and Austin; and 4) synthesis, communication, and dissemination of project results and lessons learned.

Products: The results from the project will highlight the delivery of specific services to and outcomes for students with disabilities, especially those who are poor and/or culturally and linguistically diverse, in alternative schools.

Grant Number: H324D010056

Readiness Assessment: Participation of Young Children with Disabilities

Project Director: Harbin, Gloria
University of North Carolina - Chapel Hill
Frank Porter Graham Child Dev Ctr
CB#8185
Chapel Hill, NC 27599-8185
Voice: 919-962-7369; *Fax:* 919-843-5784
E-mail: gloria_harbin@unc.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project deals with Focus Area 1: Inclusion of Students with Disabilities in Large-Scale Assessment and Accountability Programs. Large scale assessment and accountability programs to measure the skills of young children are not common, but have begun to be implemented in a few states. This qualitative study is designed to provide an in-depth description of the results of one state's approach to including young children with disabilities in a statewide assessment of children entering public school kindergarten.

Method: The study will gather descriptive information about various characteristics of all young children with disabilities included in this assessment. Additionally, a purposive sample representing the diverse range of young children with disabilities (i.e., sex, ethnicity, race, socioeconomic status, language, type of disability, level of disability) will be selected to gain a better understanding of the effects of the recruitment of children with disabilities, as well as the procedures used for the assessment, including modifications used.

Products: The study will gather descriptive information on children who score low yet have not been identified as being eligible for special education and related services, in order to improve Child Find procedures. The study will examine characteristics of the state and local infrastructures, and aspects of the state's recruitment and assessment model, in order to identify factors that facilitate or hinder both adequate representation and meaningful participation of young children with disabilities in the statewide accountability assessment.

Grant Number: H324D010060

Large-Scale Assessment Practices and Results for Students Who Have Both Disabilities and Limited English Proficiency

Project Director: Thurlow, Martha
University of Minnesota
350 Elliott Hall, 75 East River Rd.
Minneapolis, MN 55455
Voice: 612-624-4826; *Fax:* 612-624-0879
E-mail: thurl001@tc.umn.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project deals with Focus Area 1: Inclusion of Students with Disabilities in Large-Scale Assessment and Accountability Programs. This project will study the challenges of including students with disabilities and limited English proficiency (LEP) in large-scale assessments, the accommodations most often used to support the participation of these students, how these students perform in large-scale assessments, how states are reporting the participation and performance of students with disabilities and LEP, and how the state scores are used for student and system accountability purposes.

Method: To address these questions, the National Center on Education Outcomes, in collaboration with 10 state educational agencies, will conduct the following research studies: 1) A comprehensive review of assessment policy documents from all states. The objective of this study will be to determine the content of state-level policy statements that are relevant for including students with disabilities and LEP in large-scale assessments. 2) A study accessing state-level data to ascertain the actual participation and performance of students with disabilities and LEP in large-scale assessments. Special emphasis will be placed on state reporting practices and the use of state test scores for student and system accountability. 3) An examination of characteristics of students with disabilities and LEP who have and do not have state test scores. Parents of students with disabilities and LEP, as well as the students themselves, will participate in interviews to ascertain their perceptions of experiences in taking state tests.

Products: This project will provide research-based information for policymakers, educators, and parents of students with disabilities and LEP who strive to include these students in large-scale assessments and accountability systems. It will describe the state-level policies that guide the assessment of students with disabilities and LEP and frame the accountability systems. It will provide a comprehensive analysis of who these students are, how they are participating and performing in state assessments, and their parents' perceptions of state assessments that are used for accountability purposes.

Grant Number: H324D020009

Project ACCESS

Project Director: Kennedy, Craig
Vanderbilt University
Peabody College
512 Kirkland Hall
Nashville, TN 37240
Voice: 615-322-8185; *Fax:* 615-343-1570
E-mail: craig.h.kennedy@vanderbilt.edu

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project addresses Focus Area A: Access to Learning, Target Area 1: Access to the General Education Curriculum for Students with Significant Cognitive Disabilities. Project ACCESS is a collaborative effort between Vanderbilt University and local educators/stakeholders that will examine how to maximize access to the general curriculum for students with significant cognitive disabilities and their peers without disabilities. The project is a three-year study to improve the field's understanding of how to effectively educate all students in general education settings.

Method: The project will test a model for increasing access to the general education curriculum that includes peer support systems, a universal design system, a portfolio system for grading students within the content standards of the general education curriculum, and a team-based system for ongoing professional development. Dependent variables include contact with the general education curriculum, degree of alignment between course content and state curriculum standards, acquisition of general education class content, quality and quantity of social interactions, performance for students with significant cognitive disabilities on the statewide alternate assessment system, and qualitative/quantitative outcomes measures.

Products: Outcomes of the project will include the ACCESS Handbook, which will function as a guide for facilitating access to the general education curriculum for all students; a research article on peer supports and access to the general curriculum; presentation of project findings at six national conferences; creation of an accessible, interactive Website for disseminating project information; and a series of regional inservices and workshops for families, practitioners, and administrators.

Grant Number: H324D020010

Accessing the General Curriculum in Inclusive School and Community Settings

Project Director: Dymond, Stacy
University of Illinois - Champaign
Dept. of Special Education
288 Education Bldg., 1310 S. Sixth
Champaign, IL 61820-6990
Voice: 217-333-0260; *Fax:* 217-333-6555
E-mail: sdymond@uiuc.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project addresses Focus Area A: Access to Learning, Target Area 1: Access to the General Education Curriculum for Students with Significant Cognitive Disabilities. This project will investigate the use of universal design to redefine high school curricula in ways that enable students with significant cognitive disabilities to access, and participate and progress in, the general curriculum in inclusive school and community settings.

Method: Data will be collected using observations, surveys, interviews, focus groups, and a review of documents. Access to the curriculum will be addressed in three areas. Selected general education content area classes will be redesigned using methods such as computer technology, cooperative learning groups, and differentiated instruction. A service learning component will be infused within each of the selected courses so that students apply knowledge from the general curriculum to real life issues in school and community settings. An existing service learning course will be redesigned to include students with severe disabilities and will serve as a capstone experience during the senior year that links to students' career interests.

Products: Findings from this research will help shape the field's definition of access to the general curriculum for high school students with severe disabilities, and methods for conceptualizing the principles of universal design will be broadened to incorporate the needs of students with severe disabilities. The findings from these studies will be disseminated through journal articles, conference presentations, newsletters, and websites, and will be embedded in selected general and special education preservice courses at the University of Illinois.

Grant Number: H324D020012

Research on Self-Determination for Children with Disabilities in Elementary Settings

Project Director: Field, Sharon
Wayne State University
College of Education
Room 469
Detroit, MI 48202-3489
Voice: 313-577-1638; *Fax:* 313-577-3606
E-mail: sharon.field@wayne.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 2: Assessing Self-Determination Skills. This collaborative project between Wayne State University and a local school system will conduct research to identify self-determination competencies appropriate for instruction at the elementary level, determine the effectiveness of an intervention to increase self-determination in children at that level, and examine the relationship between self-determination and academic achievement. The "Steps to

Self-Determination" curriculum, developed originally for secondary students, will provide the foundation for the project's efforts.

Method: The "Steps" model, which includes assessment instruments and instructional interventions, will be modified from its original instructional design for secondary students to meet the needs of children in grades K through 5. The initial phase of the modification will include a systematic effort to identify self-determination competencies appropriate to each grade level. After appropriate competencies have been identified, assessment instruments and instructional modules will be adapted to meet the needs of children in elementary grades. These instruments and modules will be piloted and field-tested in inclusive, resource, and specialized settings at the elementary grade levels in the collaborating school district. After field testing there, materials will be replicated in another district to address generalization of findings, and a study will be conducted to determine the relationship between self-determination assessment scores and academic achievement.

Products: Following the completion of this project, at least 50 copies of the self-determination modules and assessment instruments for elementary students will be distributed to key state and national leaders. Project findings will be posted on the project's Website as well as distributed through a wide array of existing dissemination channels, including newsletters, electronic vehicles, journal articles, and conference presentations.

Grant Number: H324D020014

Improving Mental Health in Infants & Toddlers with Disabilities

Project Director: Squires, Jane
University of Oregon
Early Intervention Program
5253 University of Oregon
Eugene, OR 97403-5253
Voice: 541-346-2634; *Fax:* 541-346-5639
E-mail: jsquires@oregon.uoregon.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research and Early Childhood Mental Health Improving Mental Health in Infants and Toddlers with Disabilities. The project will examine how a theoretically based mental health intervention added to the typical early intervention home visiting program affects participating children and parents. The project will document the staff's fidelity of implementation of the mental health intervention as well as their evaluation of the approach. The goal of the research is to determine if a mental health intervention results in improved social-emotional competence in children and healthy caregiver-child relationships.

Method: This project is a partnership of the University of Oregon Early Intervention Program with EC CARES, the Lane County early intervention/early childhood special education provider, and the Oregon Child Development Coalition's Migrant Head Start, to improve mental health services to targeted children and families served in Oregon under Part C of the Individuals with Disabilities Education Act (IDEA). Correlational, descriptive, experimental, and naturalistic case studies will be included in this research approach with diverse methodologies. A quasi-experimental design will be used; both intervention and comparison groups at each site will receive mental health training and interventions in the course of the project.

Products: An innovative home visiting program designed to enhance parent-child interactions, increase home visitors' knowledge and skills regarding mental health issues, and improve the quality of home visits will be implemented and evaluated.

Grant Number: H324D020015

Project MAP (Making Accommodations Personalized) Using Principles of Universal Design

Project Director: Tindal, Gerald
University of Oregon
College of Education
5262 University of Oregon
Eugene, OR 97403-5262
Voice: 541-346-1640; *Fax:* 541-346-5689
E-mail: geraldt@darkwing.uoregon.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project addresses Focus Area B: Accountability and Reform; Target Area 1: Universal Design of Assessments. This project will develop a stand-alone computer application to help (a) discover parameters of universality in large-scale assessment programs in reading and math, and (b)inductively build principles upon which to frame universally designed features. The work will be accomplished by making test administration and responses personalized to capture the range of accommodations that can be successfully incorporated into test designs.

Method: The application developed by this project will contain data-capturing screens that solicit teacher and student perceptions and student performance. It will have built-in data integration algorithms that compile information on students' proficiency in reading and math as well as having items similar to those on the state test. As individual students are processed with this information, the data can be aggregated to reflect important group information over time. This will allow the project to determine thresholds of tolerance, within which will be universally designed protocols and beyond which will be accommodations.

Products: In the first year the project will develop software and survey teachers, students, and parents. In the second year, the project will field test measures. Ultimately, the project will validate universally designed tests using inductively derived principles of construction.

Grant Number: H324D020016

Access to Assessment via Technology Research Project

Project Director: Kearns, Jacqueline
University of Kentucky
Interdisciplinary Human Dev Inst
201 Kinkead Hall
Lexington, KY 40506-0057
Voice: 859-257-3560; *Fax:* 859-323-1901
E-mail: jkearns@uky.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project addresses Focus Area B: Accountability and Reform; Target Area 1: Universal Design of Assessments. This project, a collaboration between the University of Kentucky and CAST, will describe the implementation of Kentucky's technology-based accessible assessment prototype, verify accessibility for the widest range of users, compare student assessment results among user and non-user schools and students, and compare the student results in schools that implemented universal design for learning (UDL) during instruction with schools that did not implement UDL.

Method: After the project verifies the accessibility of the technology-based assessment tool that it will develop, it will replicate and test the design in Maine, which has extensive experience in using UDL in curriculum design but has not yet implemented UDL for statewide assessments. Multiple methodologies will be used to determine the accessibility of the assessment tool; these include interviews, focus groups, document analysis, surveys, participant observation, and data analysis to address research questions. As part of an embedded case-study design, results will be reported for each of 12 states experimenting with computer-based testing. Then a cross-case analysis will be conducted to identify common themes, distinct differences, and summary results in Maine and Kentucky.

Products: Findings from this project will describe the practical, procedural, and political design and implementation features of accessible computer-based assessments. It will determine the pre-requisite technology skills students need to use computer-based assessments. Finally, it will determine the positive impact of a computer-based universally designed assessment process on the scores of students with disabilities.

Grant Number: H324D020019

Improving Delivery and Outcomes for Students with Disabilities in "Gateway Classes" of Algebra and Biology

Project Director: Kortering, Larry
Appalachian State University
Language, Reading, and Exceptionalities
438 Academy St., Room 200, B.B. Dougherty Admin. Bldg.
Boone, NC 28608-2068
Voice: 828-262-6060; *Fax:* 828-262-6767
E-mail: korteringlj@appstate.edu

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Bonnie Jones
Voice: 202-205-8649
E-mail: bonnie.jones@ed.gov

Purpose: This project addresses Focus Area A: Access to Learning, Target Area 2: Instructional Interventions and Results for Children With Disabilities. This project employs a four-point approach for improving the delivery and subsequent outcomes for students with disabilities in "gateway courses" of algebra and biology. It will help teachers provide access to information to students with disabilities to make knowledge more accessible in their classrooms, by providing those teachers with support and training to motivate them to develop and implement new interventions using the principles of universal design for learning (UDL).

Method: Specific interventions that use the principles of universal design for learning will be deployed to improve knowledge accessibility. Quantitative and qualitative evaluations will be used to help teachers monitor project success and make necessary adjustments. Clinical interviews and vocational assessments will identify student concerns, learning styles, strengths, and interests. Teacher training, meetings, and technical support will help ensure the deployment of interventions that make knowledge more accessible while being tailored to the unique needs and conditions of individual classroom settings. Teachers will be trained in deployment of interventions anchored by UDL principles. Interviews with students will identify additional considerations for improving student access to knowledge and promoting active consumer involvement.

Products: The project will document interventions specific to gateway courses that adhere to the principles of UDL so that no student is left behind because of inaccessible course information. The project will use a variety of activities to ensure that educators across the country can use the information and the UDL strategies generated by the project's researchers. A Website will catalogue project evaluation and related data, including at least ten specific UDL-based interventions for each gateway course. Additional practice-oriented products will be shared with educators through the Website, regional conferences, and workshops.

Grant Number: H324D020023

Evidence-Based Practices to Address Social and Behavioral Problems in Young Children with Autism Spectrum Disorders

Project Director: Asmus, Jennifer; Conroy, Maureen
University of Florida
1430 Norman Hall, P.O. Box 117047
Gainesville, FL 32611-7050
Voice: 352-392-0724; *Fax:* 352-392-5929
E-mail: jasmus@coe.ufl.edu

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research on Early Childhood Mental Health. This project will enhance the potential for young children ages 18 months to 5 years old with autism spectrum disorders (ASD) to succeed socially in natural settings.

Method: The project will accomplish its purpose by examining the use of experimental analysis procedures to guide intervention selection to include the identification of structural and functional analysis strategies in order to identify variables that are more likely to contribute to and maintain appropriate social behaviors and inhibit challenging social behaviors in children with ASD in natural settings.

Products: The outcome of this project will be the dissemination of evidence-based practices through a packaged curriculum that can be used to facilitate the social success of young children with ASD in natural settings. The packaged curriculum, called "Social Skills Assessment and Intervention Curriculum," will guide early childhood care providers and caregivers to examine the antecedents, consequences, setting events, and establishing operations associated with social skills deficits for young children with ASD. The curriculum will be disseminated nationwide through the project Website and linkage through the national OSEP centers. The project will also conduct conference presentations and workshops, write publications, and conduct state and regional dissemination activities.

Grant Number: H324D020025

Project Intersect: How Special Education and Charter Schools Coexist

Project Director: McLaughlin, Margaret J.
University of Maryland
1308 Benjamin Bldg.
College Park, MD 20742-1161
Voice: 301-405-6495; *Fax:* 301-314-9158
E-mail: mm48@umail.umd.edu

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: This project addresses Focus Area B: Accountability and Reform, Target Area 2: Charter Schools and Students With Disabilities. The University of Maryland, in collaboration with the National Association of State Directors of Special Education, will conduct a study of the intersection of special education and charter schools.

Method: Building upon the findings from Project SEARCH, this study will expand the knowledge base regarding access and delivery of special education in charter schools. The study will document: 1) how charter schools determine eligibility for special education; 2) how authorizations, appeals, state charter school legislation, and state regulations and policies influence access to special education and related services; 3) how newly established versus earlier established charter schools provide access and special education; and 4) how special education is integrated into the authorization, accountability, and renewal process. This project will conduct state policy analysis based on surveys of state directors of special education and state directors of charter schools in states with charter school laws. The survey will quantify the policy factors that influence special education in charter schools. The project will then conduct a survey of randomly selected charter schools in a minimum of eight states selected to represent issues identified in the state analysis. There will be an analysis of case studies of organizational or administrative infrastructures that are supporting special education in charter schools. Examples of these structures are cooperatives, education management organizations, and risk pooling arrangements.

Products: Data will be analyzed, synthesized, and disseminated to stakeholders. The project will produce policy-relevant research and grounded knowledge that will contribute to the provision of special education in charter schools.

Grant Number: H324D020027

General Curriculum Access Project for Students with Significant Cognitive Disabilities

Project Director: Browder, Diane
University of North Carolina - Charlotte
Counseling, Special Ed & Child Dev
9201 University City Blvd.
Charlotte, NC 28223-0001
Voice: 704-687-4012; *Fax:* 704-687-2916
E-mail: dbrowder@email.uncc.edu

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project addresses Focus Area A: Access to Learning, Target Area 1: Access to the General Education Curriculum for Students with Significant Cognitive Disabilities. This project will define access to the general curriculum for students with significant cognitive disabilities, evaluate the effect of a braided curriculum on mastery of academic skills by this population, and evaluate the effect of a decision-making strategy on teachers' skills in creating access to the general curriculum.

Method: To define access, performance indicators from state alternate assessment guidelines will be analyzed for their academic content by math and language arts researchers and teachers. Teachers of students with severe disabilities will rate the feasibility of teaching each skill to their students. A comprehensive literature review will be conducted, and panels of parents and of self-advocates with disabilities will rate the written products. The braided curriculum will be evaluated by researchers and IEP teams to select three skills that align with state standards, that can be performed in real life, and that incorporate self-determination. Finally, elementary teachers will be recruited for training in a decision-making process for universal design that includes applications for students with significant disabilities. Researchers will collect information on how this training impacts IEPs and lesson plans in the school year.

Products: This project will demonstrate how to develop a curriculum that blends teaching of functional skills to students with significant cognitive disabilities with academic content to allow general curriculum access. It will also contribute to the theory of general curriculum access through collaboration with content area experts in language arts and math. General education teachers will have the opportunity to explore the principles of universally designed curriculum combined with real-life indicators for state and national standards. By applying research in self-determination in developing curriculum, a stronger link will be created for research and practice among curriculum areas, accountability, and self-determination.

Grant Number: H324D020029

Accountability and Results for Students with Disabilities in Nationally Recognized High-Performing High Schools

Project Director: Way, Wendy
University of Wisconsin - Madison
Center on Education and Work
964 Educational Sciences Bldg., 1025 W. Johnson St.
Madison, WI 53706-1796
Voice: 608-263-2714; *Fax:* 608-262-3063
E-mail: wlway@facstaff.wisc.edu

Beginning Date: 11/01/02
Ending Date: 10/31/05

OSEP Contact: Bonnie Jones
Voice: 202-205-8649
E-mail: bonnie.jones@ed.gov

Purpose: This project addresses Focus Area B: Accountability and Reform, Target Area 3: Accountability, Reform, and Results for Children with Disabilities. The major research goal of this project is to identify and examine factors in high-performing high schools that provide useful benefits and positive results for students with disabilities.

Method: To enhance the possibilities of locating widely replicable promising practices, high schools will be carefully selected based on a three-year pattern of data at each school, illustrating: 1) consistent attainment of gains in state and/or locally determined core academic learning outcomes; 2) students with various disabilities who comprise eight percent or more of the student population; and 3) participation by students with disabilities in regular education settings. The latter criterion will focus the study on schools where a high percentage of the students with disabilities are placed in regular education classes for 70% or more of the school day. Because many communities are redesigning their high schools to deliver better results for all students, a wide variety of high schools that educate students with disabilities will be considered, including high schools organized with academies or as charter or magnet schools. At the outset of the project, the research team will implement a four-part strategy for identifying and gathering preliminary information on high-performing high schools that meet the criteria outlined above. In consultation with a Technical Advisory Panel, the research team will refine a set of criteria for the process of selecting a set of six high schools for in-depth study. To examine each of the six schools, a multisite case study design will be used to address three major research questions: 1) what policies and practices are in place to involve parents, students, special and regular educators, professional staff, and school administrators to ensure that students with disabilities attain their goals in the general education curriculum; 2) what approaches are used within the general education curriculum to ensure that students with disabilities attain school-level assessment and performance improvement goals; and 3) how professionals responsible for special education and regular education programs coordinate educational services to ensure positive results for students with disabilities. The in-depth case studies of each high-performing high school will use existing data and reports; a series of stakeholder interviews with educators, parents, consumers, and students; and focus groups to clarify initial findings. The cross-case analysis will examine the structural, political, cultural, and human resource factors associated with the policies and practices that are prominent in the case study schools.

Products: A Technical Advisory Panel composed of parents, students, and experts in assessment, accountability, and educational reform will assist in locating case study schools and reviewing draft instruments, reports, and products. Annual reports, research briefs, and profiles of promising practices and associated student results/outcomes will be posted on the project Website. These documents will present findings, issues, and promising high school reform practices and their impact on instruction, curriculum access, supports and accommodations, and parent and student empowerment. In Year 3, the project will jointly sponsor a national institute or dissemination seminar with the National Center on Secondary Education and Transition.

Grant Number: H324D020031

High School Positive Behavior Support: Increasing Success for All Students

Project Director: Flannery, Brigid
University of Oregon
Educational and Community Supports
1235 University of Oregon
Eugene, OR 97403-1235
Voice: 541-346-2496; *Fax:* 541-346-5517
E-mail: brigidf@oregon.uoregon.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 3: Implementation of Schoolwide Positive Behavior Supports in High School. This research project has two main purposes: 1) identify and study the factors that contribute to and/or inhibit comprehensive school-wide systems of positive behavior support (PBS) for all students, and 2) establish and study intensive demonstrations of high school-level implementations of school-wide PBS.

Method: The project will define a conceptual model for a three-tiered school-wide prevention approach that considers and validates factors unique to high school-level implementation, and builds from what is known about school-wide PBS practices and systems. The project will also conduct research studies that examine the relationship between specific model features and changes in student performance.

Products: This project will be linked with the U.S. Office of Special Education Program's Center on Positive Behavioral Interventions and Supports, and project results will be disseminated through: 1) the Center's Website (www.pbis.org) which receives over 3,000 hits per month; 2) a network of collaborators at the University of Kansas, University of Kentucky, University of Missouri, and University of South Florida; and 3) other dissemination activities and publications through federally funded projects. Project personnel will utilize their active and direct staff development and dissemination efforts related to the implementation of school-wide positive behavioral supports in states across the U.S. The project will also disseminate information through traditional professional mechanisms: 1) research publications; 2) conference presentations; and 3) practices and popular press.

Grant Number: H324D020034

A Social Competence Curriculum for Toddlers and Preschoolers Demonstrating Mental Health and Behavioral Problems

Project Director: Bruder, Mary Beth
University of Connecticut
Health Center
263 Farmington Ave.
Farmington, CT 06030-6222
Voice: 860-679-1500; *Fax:* 860-679-1571
E-mail: bruder@nso1.uchc.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research on Early Childhood Mental Health. This three-year directed research project will investigate the longitudinal implementation of a social competence curriculum with 50 Connecticut toddler-age children (24-36 months) at risk for disabilities because of mental health, along with their families.

Method: The curriculum will promote the use of positive behavior support strategies for toddlers who display mental health issues that put them at risk for needing early intervention and special education enrollment. The children in the project will attend child care programs, and they will be referred by their family, their child care program, or the Connecticut Part C early intervention system, which currently does not serve at-risk infants and toddlers. The curriculum that will be implemented is based on a model of social competence proposed by Guralnick in 1990. The curriculum has both a parent component and a classroom component to be implemented in child care settings. The parent component of the curriculum focuses on: 1) enhancing the quality of the parent-child relationship; 2) providing information to shape a family's attitude, beliefs, and knowledge about their child's peer relationships; 3) increasing the child's social network; and 4) enhancing the family's social support network. The classroom component focuses on a hierarchical model of social competence organized around three social tasks: peer group entry, conflict resolution, and maintaining play. The curriculum contains assessment tools, content, and methodology that relies on responsive teaching techniques. Data collection will include indices of child status, family status, teacher program status, and fidelity of curriculum implementation. Follow-up data will be collected for both groups until 42 months of age.

Products: The project will identify and prevent mental health and behavior problems in social competence in toddlers before they manifest into developmental delays that require later special education.

Grant Number: H324D020040

Addressing the Effectiveness of Early Intervention Services from a Community Mental Health Model for Serious Disruptive Behaviors

Project Director: Fox, Lise; Dunlap, Glen
University of South Florida
Louis de la Parte Florida Mental Health Inst
13301 Bruce B. Downs Blvd., MHC 2113A
Tampa, FL 33620-3899
Voice: 813-974-4612; *Fax:* 813-974-6115
E-mail: fox@fmhi.usf.edu

Beginning Date: 01/01/03
Ending Date: 12/31/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 1: Research on Early Childhood Mental Health. This project will develop a multidisciplinary approach to helping young children who exhibit serious disruptive behaviors. The approach will include dedicated professional supports that are family-centered and involve the provision of positive behavior supports (PBS). This large-scale initiative provides an opportunity to conduct needed research on the efficacy of the program and on important aspects of the intervention process and procedures.

Method: Research will include methods of large-scale program evaluation as well as a series of rigorous studies using within-subject experimental designs to answer key questions associated with program variables and child and family outcomes. All children with disruptive behaviors will be referred from the Part C system, and will be followed until the end of the project, including transitions to new settings or Part B services.

Products: Findings from this project will provide other agencies, organizations, and service systems with a blueprint for the implementation of family-centered PBS within their programs. The research in this project will directly address issues of transportability in disseminating effective practices by conducting research within a community-based setting. In addition to data on program outcomes for children and families, evaluation data will provide guidance on model efficiency, cost of model per child, and service integration issues. Results will be disseminated in a variety of formats and in conjunction with national projects in education and infant/child mental health.

Grant Number: H324D020045

Charter School Policy and Practices Research Project

Project Director: Trivette, Carol M.
Orelena Hawks Puckett Institute
128 S. Sterling St.
Morgantown, NC 28655
Voice: 828-432-0065; *Fax:* 828-432-0068
E-mail: Trivette@puckett.org

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: This project addresses Focus Area B: Accountability and Reform, Target Area 2: Charter Schools and Students With Disabilities. This project will provide evidence concerning: 1) how children with disabilities are included and supported to learn in charter schools, by comparing the academic and social achievement of children who are in newly established or converted schools and longer-established charter schools, and 2) how the schools compare on the issues of inclusion, support, and learning during various phases of development and operation of a charter school.

Method: The study will examine whether students with disabilities are achieving academic success, using a multimethod approach to data collection. Quantitative data will be collected through three national surveys administered to the 2,440 charter schools in the U.S. Surveys will be administered to directors/principals, staff, and parents/students. Using Yin's case study methodology, students/parents and teachers will be systematically selected and asked to participate in more in-depth interviews to answer "how" and "why" questions concerning the participation of students with disabilities in charter schools. A policy analysis study of the relationship among state-level policies concerning charter school legislation, special education rules or regulations, appeal procedures, and how these policies affect access to special education and related services at the local charter school level will also be conducted.

Products: This project will produce theoretical knowledge, methodological knowledge about how to study processes related to special education for children through families, procedural knowledge by promoting the use and expansion of specific practices, and generative knowledge that will lead to additional avenues of study. Knowledge dissemination and utilization will be accomplished primarily in two ways: 1) World Wide Web-based dissemination of research information; and 2) National Center for the Dissemination of Disability Research's (NCDDR) approach to promoting research utilization.

Grant Number: H324D020047

Project Engage: Understanding Emergent Literacy in Young Children with Visual Impairments

Project Director: Hatton, Deborah
University of North Carolina - Chapel Hill
Frank Porter Graham Child Dev Inst
CB 1350, 440 West Franklin St.
Chapel Hill, NC 27599-1350
Voice: 919-966-7186; *Fax:* 919-834-5784
E-mail: Deborah_Hatton@unc.edu

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project addresses Focus Area A: Access to Learning, Target Area 3: Pre-Literacy and Early Literacy for Infants, Toddlers, and Other Young Children with Visual Impairments Including Blindness. This project will investigate issues and promising practices in the development of pre-literacy and early literacy learning including such issues as access to and use of new technologies that become part of the pre-literacy and early literacy learning experience of children with visual impairments.

Method: A series of seven studies of mixed methodologies will contribute substantially to the theoretical knowledge base while informing and supporting practice. Five of the seven studies will be completed with programs that serve young children with visual impairments and their families. The remaining two studies will be large-scale surveys of teachers of young children with visual impairments and adults who have had visual impairments since early childhood.

Products: The project will attempt to identify critical predictors of and contributors to successful literacy learning for children with visual impairments. It will make a significant contribution by providing an empirically derived set of indicators of literacy development and a description of current practices and factors that contribute to successful pre-literacy and early literacy development of young children with visual impairments.

Grant Number: H324D020048

Project PBS: A Three-Tiered Prevention Model to Better Serve All Students

Project Director: Lane, Kathleen
Vanderbilt University
Peabody College
512 Kirkland Hall
Nashville, TN 37240
Voice: 615-322-8195; *Fax:* 615-343-1570
E-mail: kathleen.lane@vanderbilt.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 3: Implementation of Schoolwide Positive Behavior Supports in High School. This project will address the following objectives: examine the challenges of implementing a three-tier model of positive behavior supports (PBS) at the high school level in a rural community; identify the types and patterns of behavioral problems manifested at the secondary level; design and implement the model systematically with primary, secondary, and tertiary interventions using data-based decision making; and evaluate how students with varying types of behavior problems respond to various levels of support.

Method: The first year of the project will focus on educating the four participating high schools about PBS. Each school will create PBS teams to participate in intensive training to develop site-specific plans and prepare for implementation. The second year will focus on implementing and evaluating PBS. The whole school will participate in a primary intervention composed of instructional, disciplinary, and social skills components. The next year will focus on implementing, evaluating, and expanding Year 2 PBS efforts by extending the secondary and tertiary interventions to 9th- and 10th-grade students who do not respond to the more global intervention efforts. The effectiveness of the primary interventions will be evaluated with multivariate procedures using multimethod, multisource assessments. Secondary and tertiary interventions will be evaluated using single case methodology.

Products: Parents, educators, and administrators will benefit by gaining knowledge and experience to develop, implement, and evaluate a proactive, three-tiered program designed to reduce discipline problems and improve the academic, behavioral, and social performance of high school students in a rural school system. Project staff will disseminate information on the effectiveness of school-wide instructional and professional development models in their preservice and inservice training. Also, the features that prove most successful from the project will be replicated in subsequent investigations, thereby further increasing the level of behavioral, social, and academic success in high school settings.

Grant Number: H324D020050

Development Techniques for Universally Designed Assessments

Project Director: Thompson, Sandra
University of Minnesota
Institute on Community Integration
350 Elliott Hall, 75 E. River Road
Minneapolis, MN 55455-0223
Voice: 612-625-5338; *Fax:* 612-624-0879
E-mail: thomp178@tc.umn.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project addresses Focus Area B: Accountability and Reform, Target Area 1: Universal Design of Assessments. This project will apply several elements of universal design to achievement tests and will evaluate their effects for students with disabilities. A set of three studies will be conducted, each of which will employ a different research strategy to study particular elements of universal design.

Method: The first study will use protocol analysis to examine accessibility and maximum readability, comprehensibility, and legibility. Students with disabilities will take a small set of items formatted differently so that the differences can be assessed, and protocol analysis will be used to decipher their concerns, perceptions, and ideas for improving the items. The second study will use results obtained under the first study to assess the effects of possible bias of item features on performance for a larger group of students with disabilities. The third study will be a bias review training analysis to evaluate the results of training to identify items biased against students with disabilities. This study will also incorporate findings from the first study to guide the process. A review panel made up of people who are trained and knowledgeable in the issues for students with disabilities will be invited to screen potential items.

Products: Training materials, including test booklets and interview protocols, will be developed and presented to reviewers for use. The effectiveness of the training for increasing the detection of universal design needs will be evaluated.

Grant Number: H324D020055

Good High Schools: Describing and Validating Results for Students with Disabilities

Project Director: Mata-Aguilar, Cynthia
Education Development Center, Inc.
Center for Family, School and Community
55 Chapel St.
Newton, MA 02458-1060
Voice: 617-969-7100; *Fax:* 617-969-3440
E-mail: caguilar@edc.org

Beginning Date: 11/02/02
Ending Date: 10/31/05

OSEP Contact: Bonnie Jones
Voice: 202-205-8649
E-mail: bonnie.jones@ed.gov

Purpose: This project addresses Focus Area B: Accountability and Reform, Target Area 3: Accountability, Reform, and Results for Children With Disabilities. The Good High Schools project will identify a number of high schools in which all groups of students, including those with disabilities, are performing at high levels. The project will validate those results and illuminate the schoolwide approaches, coordinated services, and instructional supports that contribute to those positive results.

Method: The project builds on the methods and results of Education Development Center's federally funded project, "Beacons of Excellence," which studied high-performing and inclusive urban middle schools over three years. In studying "beacon high schools," this project will address five objectives: 1) refine and elaborate the research design with advisors; 2) identify and select high-performing urban high schools; 3) study and validate the schools; 4) create products to communicate results; and 5) disseminate products and findings. After a systematic nomination and application process, the project will select the three urban high schools that demonstrate the best combination of academic performance and outcomes for students with disabilities. Using quantitative and qualitative methods, the project will "work backwards" from student achievement data to an understanding of the schoolwide collaboration, coordinated services, and instructional supports that produce those outcomes.

Products: A family of products—tools for whole school study, images of effective instruction supports, and guidelines for parents—will be available on the Good High Schools Website. Working with a national advisory group and reform organizations and networks, the project will disseminate effective high school approaches to school leaders, families, policy makers, and researchers across the country.

Grant Number: H324D020059

Literacy by Design: Creating a Universally Designed Reading Environment for Students with Cognitive Disabilities

Project Director: Dalton, Bridget
CAST, Inc.
39 Cross St.
Peabody, MA 01960-1628
Voice: 978-531-8555; *Fax:* 978-531-0192
E-mail: bdalton@cast.org

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project addresses Focus Area A: Access to Learning, Target Area 1: Access to the General Education Curriculum for Students with Significant Cognitive Disabilities. The project is designed to improve access to, and participation and progress in, the general literacy curriculum for students with significant cognitive disabilities. It extends the work of CAST with students with learning disabilities to meet the needs of students with more significant cognitive disabilities. The approach taken by the project will be to expand the foundation of reading curricula from print-based materials, which are inaccessible to many students and inflexible by design, to digitally based materials that exemplify Universal Design for Learning (UDL).

Method: The project will develop and refine exemplars of the UDL Thinking Reader technology, in which interactive digital texts have reading comprehension instruction embedded directly into the text. This refinement will use texts that are specifically designed for students with cognitive disabilities (by including embedded supports for phonemic awareness, phonics, vocabulary, fluency, and comprehension), for teachers in the instructional setting, and for parents to engage in literacy activities with their children at home. To support these students, the project will develop effective teaching and parenting practices for a literacy program that incorporates the UDL Thinking Reader as a key component. The project will also investigate the effectiveness of this overall approach on the literacy development of students with cognitive disabilities.

Products: This project will deliver a refined technology-based approach to reading instruction for children with significant cognitive disabilities, their teachers, and parents. It will produce teacher and parent support materials and a series of research reports, including in-depth case studies of students and teachers and the results of the intervention. These reports are expected to make a significant contribution to the knowledge base about reading instruction for children with significant cognitive disabilities and about UDL. The approach and results will be disseminated through traditional channels and through on-line learning environments that support and sustain communities of practice.

Grant Number: H324D020060

Study of Cultural Variables Influencing the Development and Implementation of Self-Determination Skills in Youth with Serious Emotional Disturbance

Project Director: Stodden, Robert A.
University of Hawaii
Center on Disability Studies
1776 University Ave.
Honolulu, HI 96822
Voice: 808-956-9199; *Fax:* 808-956-5713
E-mail: stodden@hawaii.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: This project addresses Focus Area C: Social and Emotional Development and Intervention, Target Area 2: Assessing Self-Determination Skills. This project will help to fill the gap of knowledge of important cultural variables relevant to self-determination for different culturally and linguistically diverse (CLD) groups, by addressing the following research questions: 1) How do concepts of self-determination and its importance tend to differ among Asian Americans, African Americans, Caucasian Americans, and Pacific Islanders?; 2) What do cultural differences in conceiving of self-determination imply for designing and implementing self-determination initiatives?; and 3) What do cultural differences in conceiving of self-determination imply for improving instructional methods and access to the core curriculum for CLD youth with disabilities?

Method: To answer these questions, the project will employ a participatory action research approach that maximizes the involvement of youth with disabilities and their family members in project activities. Initial activities will include one-day retreats, one with the youth of the Executive Committee of the Youth Council, established by Hawaii Families As Allies, a nonprofit family-run support and advocacy organization for youth with serious emotional disturbances and their families (who are primarily of CLD heritage). Another one-day retreat will be held with family members. These retreats will help identify key cultural variables to focus on and help determine the best approaches for undertaking the research. The primary research methodology will be focus groups, conducted with: 1) youth with serious emotional disturbances; 2) family members; and 3) educators. The youth and family focus groups will consist of members of the same CLD group (African American, Asian American, Caucasian American, or Pacific Islander), allowing in-depth exploration of cultural issues, while the educator focus groups will be mixed, serving to tap educator experiences with different CLD groups. Questionnaires will also be developed and administered to youth, family members, and educators. The data collected will be analyzed to identify common cultural models of self-determination. The research will be conducted in two regions over the first two years of the project. In Hawaii, project staff will conduct the research with a focus on Asian Americans, Caucasian Americans, and Pacific Islanders. In the Washington, D.C. area, the research will be conducted through a subcontract with Howard University with a focus on African Americans and Caucasian Americans. Although the primary goal of the research is to identify and describe self-determination from various CLD perspectives, for comparative purposes it is important to conduct the same research with Caucasian Americans (who are presumed to hold the "default" view of self-determination on which current initiatives and curricula are based).

Products: During the project's third year, data analysis will be completed and the results written up in a monograph and a number of articles, and will also be disseminated through conference presentations and the project Website.

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CONGRESSIONALLY MANDATED ACTIVITIES

Grant Number: H324E020101

The 2002 Salt Lake City Winter Paralympic Games

Project Director: Hauber, Todd
Utah Sports Authority
c/o Randy Dryer: Parsons, Behle & Latimer
One Utah Center, Suite 1800, 201 S. Main Street
Salt Lake City, UT 84111
Voice: 801-538-8707; *Fax:* 801-538-8888
E-mail: thauber@dcde.state.ut.us

Beginning Date: 2/01/02
Ending Date: 1/31/03

OSEP Contact: Ray Miner
Voice: 202-205-9805
E-mail: raymond.miner@ed.gov

Purpose: The Utah Sports Authority will produce video recordings of Paralympics events; develop "Look of the Games" features that will enhance awareness of the Paralympics; and expand the ticketing program to provide access to school children throughout the state and across the U.S.

Method: The majority of the requested funding will support video production, editing, and post-production activities essential to the promotion and enhanced spectator awareness and involvement during the Paralympic Games. Video production will provide spectators with a suspended video box that they will be able to view throughout each scheduled event. Development of the "Look of the Games" feature will result in a unified program of visual elements and imagery. The program will enable the Salt Lake Organizing Committee (SLOC) and its partners—Salt Lake and other venue cities, sponsors, licensees, and others—to convey the excitement and atmosphere of the Paralympics. The program will enable television and news audiences throughout the world to see broadcast and photographic images that are unique to the Paralympics, distinguishing itself from the Olympics and enhancing its image. The remainder of the funds will support the ticketing program, allowing children in each of Utah's school districts admission to the Paralympic Games. The ticketing program will be an integral part of the 2002 Paralympic Winter Games education initiative, seeking to emphasize related classroom curricula and school activities.

Products: The project will enhance awareness of the Paralympic Games. The education initiative of the Paralympic Games will bring national and international sporting events alive for Utah students by developing age-appropriate curricula that will educate children on each venue prior to attending the live competition. Curricula regarding the Paralympics has been created and established on the Utah Education Network World Wide Web site, an interactive Web-based education resource that is systematically utilized by all the state's public schools. A school visit program will enable athletic members from several countries to visit public schools in Utah. In addition, the project will continue to support the cleaning, recycling, and removal services critical to the Paralympic Games as well as support a major program of video production, public awareness, and access to school children throughout the state and across the U.S.

Grant Number: H324E020201

Best Buddies International, Inc.: Enhancing the Lives of People with Mental Retardation through One-to-One Friendships and Employment

Project Director: Quilleon, David
Best Buddies International
100 SE Second St., Suite 1990
Miami, FL 33131-2158
Voice: 305-374-2233; *Fax:* 305-374-5305
E-mail: davidq@bestbuddies.org

Beginning Date: 7/01/02
Ending Date: 6/30/03

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This project will continue the work of the Best Buddies program, a nonprofit organization whose mission is to enhance the lives of people with mental retardation through friendships and integrated employment. Best Buddies establishes one-to-one friendships between people with mental retardation and college students, high school students, middle school students, and members of the community. Through this project, Best Buddies will establish and support 75 chapters in seven additional states around the country, expanding its reach from 36 states.

Method: In Best Buddies friendship programs, each person with mental retardation has the opportunity to learn the basic social skills required to function in the community, such as eating in a restaurant, making purchases, and getting along with others. The program educates students on civic responsibility, tolerance, and being responsible citizens who give back to their community.

Products: The project will help the organization to expand developmental disability training opportunities for high school and college students nationwide, to implement and organize community service projects throughout the year where "Buddy Pairs" can contribute and give back to their communities, to increase the presence of people with mental retardation in the community, to increase events for the public that highlight the abilities of people with mental retardation, and to increase the number of persons with mental retardation who are placed in successful inclusive employment environments.

Grant Number: H324E020301

Family-Professional Partnership Project

Project Director: Hamlin, Theresa
SDTC - The Center for Discovery
P.O. Box 840 - Benmosche Road
Harris, NY 12742-0840
Voice: 845-794-1400; *Fax:* 845-791-2035
E-mail: thamlin@sdtc.org

Beginning Date: 6/01/02
Ending Date: 5/31/03

OSEP Contact: Scott Brown
Voice: 202-205-8117
E-mail: scott.brown@ed.gov

Purpose: The Family-Professional Partnership Project of the Center for Discovery will develop a program initiative directed toward the acquisition, synthesis, and application of information about disabilities. The Center for Discovery offers programs to children ages 3-21 diagnosed with significant disabilities including autism, pervasive developmental disorders, cerebral palsy, mental retardation, neurological impairments and many other low incidence and syndromes. All of the students have mild to severe cognitive delays and most have significant language and social impairments. The program provides on-site medical, physical, and psychological support including primary medicine, primary dental, neurology, psychology, monthly psychiatric, podiatry, etc. Children participate in the program as community-based preschoolers ages 3 through 5, and as community-based and residentially based school-age children ages 5 through 21.

Method: This project recognizes that serving persons with significant disabilities is best carried out in a partnership between families and professionals as the basis for problem solving and the reduction of barriers to effective services and supports. The project will conduct the following activities related to persons with disabilities: 1) synthesize useful findings from practice, theory, and research on effective functional assessment and the provision of education, habilitation, and related supports and services; and 2) advance an integrated framework and common language of human functioning, activities, and participation that can enhance parent-professional communication and collaboration.

Products: The project will disseminate information and products to families and professionals on effective approaches for delivering assessment, intervention, education, and related services.

Grant Number: H324E020401

Center for Literacy and Assessment

Project Director: Thames, Dana G.
University of Southern Mississippi
Box 5026
Hattiesburg, MS 39406-5026
Voice: 601-266-6275; *Fax:* 601-266-4548
E-mail: dana.thames@usm.edu

Beginning Date: 8/01/02
Ending Date: 7/31/03

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project will enable the Center for Literacy and Assessment to provide more extensive services related to the reading/literacy needs of all entities in the state and surrounding areas.

Method: The Center provides services in southern Mississippi focusing on assessments of reading ability and one-on-one tutorials for students who have reading deficits or require reading/literacy enhancement. The Center also provides reading/literacy services to local school districts in the area on a semester by semester basis to groups of children and one-on-one services for special instances. Preservice students enrolled in reading courses, as well as Masters and graduate reading students, are identified by reading courses taken and emphasis area, and then linked with students identified by local schools as needing reading/literacy assistance. University students working within the local schools not only provide assistance to the students identified as needing support but also provide on-site professional development for the classroom teachers with regard to the incorporation of the latest ideas, research, and strategies for the promotion of reading/literacy abilities.

Products: Professional development, consulting services, and teacher training related to best instructional practices are provided by the Center to local agencies within the southern part of the United States. Research efforts related to the pertinent issues of literacy are ongoing and serve to undergird the information disseminated by the Center. Faculty involved with the Center's efforts will present at international, national, regional, state, and local conferences as well as write for professional publications and texts. Field-based practicum experiences serve as vehicles to provide continued contact with schools and children and the ever-changing needs of literacy in society. In addition, the Center's Annual Reading Conference serves as a mechanism to foster the growth of learning related to literacy issues.

Grant Number: H324E020501

Early Childhood Development Project for the Mississippi Delta Region - Year 5

Project Director: Armiger, Susan
Easter Seals Arkansas
3420 Woodland Heights Rd.
Little Rock, AR 72212
Voice: 504-523-7325
E-mail: susanarmiger@aol.com

Beginning Date: 10/01/02
Ending Date: 9/30/03

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: The Early Childhood Development Project for the Mississippi River Delta Region (the Delta Project) will continue to present information to individuals on the importance of early identification of children with disabilities and to demonstrate strategies for providing needed services to children with disabilities and their families in the impoverished Delta regions of Arkansas, Louisiana, and Mississippi. This project will build local capacity of providers, agencies, and individuals to meet the long-term needs of children and families in the Delta region.

Method: The Delta Project will pursue child find activities with local providers, agencies, community leaders, and families to identify children in need of services and to enhance their understanding of child development and the importance of the early identification of children with disabilities; provide therapy and special instruction services to meet the immediate service needs of children with disabilities; and provide training opportunities for parents and providers to enhance their ability to care for children with disabilities and those at risk for disabilities. Additionally, the Delta Project will collaborate with early intervention systems at the state, regional, and local levels, with school systems, with health and therapy providers, with child care and Head Start providers, with social service providers, and with community leaders to increase access to quality services in the Delta region. Through these collaborative activities, the Delta Project will work to ensure that providers and community leaders address identified service needs to enhance the developmental and educational outcomes of children living in the Delta.

Products: The Delta Project will accomplish the following: 1) assist with and expand identification of children with disabilities; 2) improve the quality and availability of early intervention and child development services; 3) increase parent/guardian and family information and skills; 4) increase capacity of local personnel/providers to better serve children with disabilities; and 5) assist community decision-makers to solve problems.

Grant Number: H324E020601

Increased Capabilities for Fraser Child & Family Center/ECCID Programs

Project Director: Concepcion, Janette
Fraser Child and Family Center
3333 University Ave., SE
Minneapolis, MN 55414-3325
Voice: 612-728-5302; *Fax:* 612-728-5301
E-mail: janettec@fraser.org

Beginning Date: 6/01/02
Ending Date: 5/31/03

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: This project will focus on the expansion within Fraser Child & Family Center of the Exceptional Children with Communication and Interaction Disorders (ECCID) program, which evaluates and treats children who have autism and pervasive developmental disorder (PDD). Most of the children served by ECCID are between 2 and 7 years old. The multidisciplinary day treatment program provides crucial early intervention that often results in dramatic improvements among young children who have moderate to severe difficulties communicating, learning, interacting, behaving, and expressing their emotions.

Method: The project will enhance the ECCID program through the improvement of technological capabilities, the addition of project staff, and the development of systems through which Fraser will export its expertise on caring for children with autism and related disorders.

Products: This project will increase the educational and health services for children throughout Minnesota and throughout the United States. Once the expansion is in place, the project will be able to disseminate diagnostic information, clinical studies, treatment methods, and other resources via online databases, video instruction, and CD-ROMs.

Grant Number: H324E020701

HASC Summer Education Program for Students with Special Needs and Teacher Training Program for Special Needs Providers

Project Director: Kahn, Bernard M.
Hebrew Academy for Special Children, Inc.
1311 55th St.
Brooklyn, NY 11219
Voice: 718-851-6100; *Fax:* 718-854-2696
E-mail: info@hasc.net

Beginning Date: 6/01/02
Ending Date: 5/31/03

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project will enable the Hebrew Academy for Special Children, Inc. (HASC) to implement its summer program for children and adults with special needs and to further improve its special education staff teacher/caregiver training program.

Method: The program consists of the following: 1) providing a 24-hours-a-day, 7-days-a-week residential summer program; 2) providing intensive training for special education teachers, teacher assistants, caregivers, and parents; and 3) evaluating the effectiveness of the program through progress assessment reports for students, teachers, teacher assistants, caregivers, and parents.

Products: The project will emphasize improvement of workforce development to ensure proper training of special education providers and improve delivery of service to special students.

Grant Number: H324E020801

The Legal Hand Project

Project Director: Reynolds, Jule
ASK Resource Center
Parent Training & Information Center of Iowa
321 East Sixth St.
Des Moines, IA 50309-1903
Voice: 515-243-1713; *Fax:* 515-243-1902
E-mail: ptiiowa@aol.com

Beginning Date: 9/01/02
Ending Date: 8/31/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: The Legal Hand Project is a pilot program to provide legal support, technical assistance on legal issues, and referral for direct representation of clients to the Parent Training and Information (PTI) Center of

Iowa. This pilot is intended to demonstrate a replicable model that may be established for PTI centers nationwide.

Method: The project will enable the PTI Center to improve the quality of advice to parents of children with disabilities by having access to legal advice that is both client- and state-specific. It will help reduce conflict in the special education system by clarifying the rights and responsibilities of parents and schools, and by ensuring that in the limited number of cases where legal intervention is necessary, parents have ready access to competent and affordable representation. It will focus legal resources on issues that are identified by the PTI Center as areas of systemic concern, and thereby enhance their ability to effect systems change.

Products: The project will retain its essential character as a parent organization, while providing access to a supportive "legal hand" that will strengthen the PTI Center's ability to meet the needs of parents of children with disabilities. The model will be able to be replicated, depending on local working relationships and the need to secure or cultivate specialized legal expertise on special education issues, especially from a parental perspective.

Grant Number: H324E020901

Computer Technology to Expand Distance Learning Opportunities for Disabled Students and to Provide Professional Development

Project Director: Church, Robin P.
Kennedy Krieger Institute
1750 East Fairmount Ave.
Baltimore, MD 21231
Voice: 443-923-7831; *Fax:* 443-923-7850
E-mail: churchr@kennedykrieger.org

Beginning Date: 6/01/02
Ending Date: 5/31/03

OSEP Contact: Jane Hauser
Voice: 202-205-8126
E-mail: jane.hauser@ed.gov

Purpose: The Kennedy Krieger Institute will expand opportunities for students with severe disabilities and the professionals who work with them to access distance learning technology by incorporating them into a comprehensive interactive communication network.

Method: The Interactive Network for Training, Education, and Research of the Kennedy Krieger Institute (INTER-KKI) will serve as a model communication network which will: 1) expand access to the general education curriculum for students with disabilities; 2) enhance students' benefits from federal reforms; and 3) promote research collaboration between the educational and medical communities. The project will plan, establish, and evaluate the efficacy of the interactive communication network.

Products: The project will produce a model interactive communication network.

Grant Number: H324E021001

Therapeutic Horseback Riding Program for Disabled Children

Project Director: Browning, Jeannine S.
Lady B Ranch
22576 Papago Rd.
Apple Valley, CA 92307
Voice: 760-247-3303; *Fax:* 760-247-8334
E-mail: smitty@erma.com

Beginning Date: 8/01/02
Ending Date: 7/31/03

OSEP Contact: Martha Bokee
Voice: 202-205-5509
E-mail: martha.bokee@ed.gov

Purpose: This project will operate a therapeutic horseback riding program for the disabled in San Bernardino County, California. The horseback riding program is designed to develop self-awareness, build self-confidence, improve concentration and self-discipline, strengthen and relax muscles, improve balance and coordination, and increase joint mobility, for people with physical, mental, and emotional disabilities. Physical therapy exercises will be duplicated on horseback, providing benefits unique to this discipline.

Method: The project will: 1) continue as a therapeutic riding program providing scholarships to low-income families, involving a minimum of 2,000 hours of therapy per year; 2) provide a facility where students in the disciplines of occupational and physical therapy can learn the benefits of this nontraditional modality; 3) assist the court system in rehabilitating and instilling a sense of worth to first-time juvenile offenders and children at risk, by providing a facility to do community service hours; 4) provide a facility where the disabled may receive job coaching and instruction in the areas of landscaping and animal care; 5) provide a facility where families with exceptional family members may participate in sports such as T-ball and soccer; 6) provide a facility that school children and their teachers can tour and learn to understand and communicate with the disabled; 7) provide a facility that can be utilized by Boy Scouts and Girl Scouts for their equestrian and camping badges; 8) provide a facility that provides adaptive therapy/physical education programs for disabled students in the public school system; 9) provide a facility dedicated to improve the quality of life of persons with disabilities; and 10) provide a national model that can be duplicated in other locations. Over 90 percent of all clients served will come from low-income families.

Grant Number: H324E021101

The Norman Howard School Learning Resource Initiative

Project Director: Roberts, Marcie C.
Norman Howard School
275 Pinnacle Rd.
Rochester, NY 14623-4103
Voice: 585-334-8010; *Fax:* 585-334-8073
E-mail: mroberts@normanhoward.org

Beginning Date: 7/01/02
Ending Date: 6/30/03

OSEP Contact: Victoria Mims
Voice: 202-205-8687
E-mail: victoria.mims@ed.gov

Purpose: Norman Howard School's project is a learning resource initiative to comprehensively educate students with learning disabilities (LD) in grades 5 to 12, as well as the parents, educators, professionals, and employers who work with them.

Method: The two components of this project include: Parent/Employer Awareness of LD, and Teacher Training and Mentoring. The project will develop effective intervention for children with learning disabilities that will teach them to read by grade three. The classroom aspect of the project will identify and intensely remediate children with language-based learning disabilities to close performance gaps. The parent awareness component enjoins employers, educators, and professionals to inform parents about learning disabilities and to help children with learning disabilities learn more effectively. This integration of practice, policy, and research directly responds to challenges confronting the discipline of LD.

Products: The project will develop a resource clearinghouse that will collect and disseminate information and resources on learning disabilities to the western New York community. Comprehensive publications, a speakers bureau, a regional conference, and a World Wide Web site will enable the project to disseminate project results.

Grant Number: H324E021201

Making a Good IDEA Better

Project Director: Clifford, Teri
Puget Sound Educational Service District
400 SW 152nd St.
Burien, WA 98166-2209
Voice: 206-439-6936; *Fax:* 206-439-3961
E-mail: tclifford@psesd.wednet.edu

Beginning Date: 9/01/02
Ending Date: 8/31/03

OSEP Contact: Betty Baker
Voice: 202-205-9264
E-mail: betty.baker@ed.gov

Purpose: This project will create a pilot program to improve special education services and family/teacher training in the Washington school districts of Bainbridge, Bellevue, Edmonds, Lake Washington, Northshore, and Shoreline.

Method: The project will establish a process for "making a good IDEA better" through improving student outcomes by creating a system called CARES (Connecting Around Resources for Every Student). This system will improve student outcomes by including community services and providing training fo families and staff with supportive technology resources. This family-centered focus, combined with a facilitated community process, will support the ability of teachers, community providers, family members, and others to mutually support the student's ability to succeed in the school and in the community.

Products: The project will result in a family-focused community change model to support improved student outcomes. Train-the-trainer curricula in the areas of IDEA '97 implementation, family and staff resiliency, community engagement, and communication and conflict resolution will be developed and implemented. The Puget Sound Educational Service District staff will effectively deliver training in an interactive model using the K-20 Video-Conferencing system.

Grant Number: H324E021301

The Rainbows Model: Developing a Data/Evidence-Based Comprehensive Approach to Early Intervention for Children (0-60 Months) with Special Needs

Project Director: MacPherson, Benith
Rainbows United, Inc.
12204 Royal Valley Dr.
Creve Coeur, MO 63141-6646
Voice: 314-469-6980; *Fax:* 314-469-6774
E-mail: benithmac@aol.com

Beginning Date: 6/01/02
Ending Date: 5/31/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project will develop a data/evidence-based comprehensive approach to early intervention for children (0-60 months) with special needs.

Method: The project will contribute to the field of special education in the following ways: 1) research conducted in cooperation with faculty from Wichita State University (WSU) will add to the body of knowledge that documents the impact of early intervention on a child's subsequent development; 2) research in cooperation with WSU faculty will identify the service delivery models that are most effective for various constellations of young children with developmental delays or disabilities and their families; 3) recruitment and retention of experienced and knowledgeable early interventionists will ensure refinement and expansion of innovative Rainbows United projects, including customized seating for young children with limited mobility and application of assistive technology in therapeutic interventions with children with communication, cognitive, and/or physical impairments; and 4) the public/private partnerships in place at Rainbows United will support the spirit of entrepreneurship and will provide a model for national replication of similar partnerships among providers of early intervention services.

Products: This project will have a direct and lasting impact on Rainbows United' enrollees. On a larger scale, the project will advance the field of early intervention through its contribution to the field of knowledge of what constitutes "best practices" and the creation of public/private partnerships.

Grant Number: H324E021401

Designing Research on Early Intervention and Assessment Models (DREAM)

Project Director: Williams, Betty
Spokane Guilds' School & Neuromuscular Center
2118 West Garland Ave.
Spokane, WA 99205-2598
Voice: 509-326-1651; *Fax:* 509-326-1658
E-mail: guild@guildschool.org

Beginning Date: 7/01/02
Ending Date: 6/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The Spokane Guilds' School will facilitate a regional conversation on research in early intervention that is interdisciplinary and recognizes the contributions of the multiple fields that interact in the delivery of early intervention services.

Method: The Spokane Guilds' School will sponsor four conferences in Spokane, Washington, that will feature nationally recognized early intervention researchers from multiple disciplines. The conferences will be organized around the topics of early identification and assessment, educational treatment, pediatric therapies, and family involvement. Regional leaders in early intervention from a variety of disciplines, from personnel training programs in higher education, from families of children with disabilities, and from community and state agencies will be invited to participate in each conference. A key evening presentation will be open to the public for each of the conferences as well. The participants at each conference will help identify gaps in early intervention research and provide direction for future research. The experts brought into each conference will work with the staff of the Guilds' School to design appropriate research that can be carried out in the School. The Guilds' School staff will also seek out researchers at local universities to work collaboratively on research in early intervention at the School.

Products: These activities will greatly enhance early intervention in the Inland Northwest region and nationally in several ways: 1) innovative and effective practices in early intervention will be introduced to families and professionals who serve very young children with disabilities; 2) a focus on the comprehensive and interdisciplinary nature of early intervention will encourage sharing and planning across disciplines; 3) the importance of family involvement and effective ways to extend partnerships with parents will be emphasized; 4) current and accurate information will influence the development of policy and funding in early intervention; and 5) opportunities for continued collaboration and advancement in early intervention research will be identified. The proceedings of the four conferences will be compiled into a book on early intervention research and will be available to the public.

Grant Number: H324E021501

University of Kentucky Commonwealth Center for Instructional Technology and Learning (CCITL)

Project Director: Berdine, William H.
University of Kentucky
Dept. of Special Ed & Rehab
Counseling—College of Education, 229 Taylor Ed Bldg
Lexington, KY 40506-0001
Voice: 859-257-8592; *Fax:* 859-257-1325
E-mail: berdine@uky.edu

Beginning Date: 7/01/02
Ending Date: 6/30/03

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: Through this project, the University of Kentucky Commonwealth Center for Instructional Technology and Learning (CCITL) will develop, implement, evaluate, and revise a multimedia Web-based performance support system to assist instructional personnel in public school settings who are working with school-age students with learning challenges. The CCITL system will model best research-to-practice principles in terms of curriculum content with regard to all learners regardless of abilities or disabilities.

Method: Using a curriculum development model developed by the university's Department of Special Education and Rehabilitation Counseling, the CCITL project will develop a Web-based performance support system on instructional technology to assist local educational agency instructional personnel (i.e., administrators, faculty, and teaching assistants) in selecting and using instructional technology with students with learning challenges. Additionally, a series of face-to-face tutorials will be developed to support the electronic components as well as to extend the professional development benefits.

Products: When completed, the CCITL model will reflect a fully inclusive Web-based performance support system for instructional personnel working with children with disabilities or other kinds of learning challenges. The project will provide teachers or instructional providers with up-to-date, evidence-based instructional or assistive technology for inclusion in their course delivery schemes.

84.324F
YOUTH LEADERSHIP DEVELOPMENT PROJECT

Grant Number: H324F010001

National Youth Leadership Development Network

Project Director: Powers, Laurie
Oregon Health & Science University
Center on Self-Determination
3608 S.E. Powell Blvd.
Portland, OR 97212
Voice: 503-232-9754; *Fax:* 503-232-6423
E-mail: powersl@ohsu.edu
Website: http://nyln.org

Beginning Date: 1/01/01
Ending Date: 12/31/05

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: The National Center on Self-Determination at Oregon Health & Science University, in partnership with the Academy for Educational Development and youth leaders across the nation, will establish a National Youth Leadership Development Network, with the purpose of supporting a national cadre of youth leaders with disabilities who can inform the design of educational and other policies and practices toward young people with disabilities. The National Youth Leadership Development Network will build upon prior activities aimed at developing a national community of youth leaders who can inform professionals, parents, educators, and employers, as well as move forward an agenda that fosters youth self-determination and transition success in states, territories, and communities across the nation.

Method: The National Youth Leadership Network will convene an annual National Youth Leadership Summit that will bring together a diverse group of young leaders and emerging leaders with a variety of disabilities, ages 16 through 24, from every state and territory in the U.S. Summits will focus on topics such as equality of opportunity and self-sufficiency, disability history and civil rights, skills for effective leadership, self-determination, independent living, and understanding agencies and systems. Summit outcomes will include the identification of key barriers facing youth, promising practices, and recommendations for actions that should be implemented, as well as an increase in the knowledge and skills the youth leaders can take back to their communities to effect change. Ongoing follow-up activities will be conducted to support the development of a national community of youth leaders who are successfully moving forward initiatives in their states and communities. Young people with disabilities will be leaders in all aspects of Network planning, implementation, evaluation, and dissemination. National Youth Leadership Development Network activities will be coordinated with youth development initiatives underway involving youth with and without disabilities. The Network will also collaborate with federal agency partners in the advancement of recommendations identified by youth leaders.

Products: In addition to the annual summits, Network activities in support of youth leaders will include a World Wide Web site with a bulletin board, topical teleconferences, a newsletter, an electronic leadership discussion group, mentoring and peer support, ongoing technical assistance, and youth participation in state and national policy and leadership initiatives.

84.324G

CENTER ON EARLY IDENTIFICATION, CHILD FIND, AND REFERRAL OF YOUNG CHILDREN WITH DISABILITIES

Grant Number: H324G020002

TRACE: Tracking, Referral, and Assessment Center for Excellence

Project Director: Dunst, Carl J.
Orelena Hawks Puckett Institute
Center for Evidence Based Practices
128 S. Sterling St.
Morganton, NC 28655-2277
Voice: 828-255-0470; *Fax:* 828-255-9035
E-mail: dunst@puckett.org

Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will establish a center to identify and promote the use of scientifically based models and practices for early identification, child find, and referral for infants, toddlers, and young children with disabilities and their families who are eligible for Part C early intervention and Part B early childhood special education programs.

Method: The Center will conduct research syntheses of early identification, child find, and referral models and practices with a focus on the characteristics of the practices and models associated with desired outcomes. It will use the characteristics of effective models and practices to conduct studies for establishing the extent to which educational programs at all levels are using scientifically based early identification, child find, and referral models and practices. It will determine if the use of scientifically based models and practices is associated with desired outcomes, and it will compare and contrast the relative effectiveness of different models and practices. It will develop, validate, and evaluate the effectiveness of scientifically based training units for implementing effective early identification, child find, and referral models and practices.

Products: Data collected by the Center will lead to a better understanding of the sources, types, methods, procedures, etc. for improving early identification, child find, and referral models and practices used by state and local programs. The Center will engage educational and parent organizations and other relevant groups as external reviewers of project findings, products, training units, methods, and procedures. A multimedia dissemination and utilization approach will be used to ensure applicability of findings and products to various audiences.

84.324H

NATIONAL CENTER ON ACCESSING THE GENERAL CURRICULUM

Grant Number: H324H990004

National Center on Accessing the General Curriculum

Project Director: Rose, David; Hitchcock, Chuck
CAST, Inc.
39 Cross St.
Peabody, MA 01960
Voice: 978-531-8555; *Fax:* 978-531-0192
E-mail: drose@cast.org; chitchcock@cast.org
Website: http://www.cast.org/ncac/

Beginning Date: 12/01/99
Ending Date: 11/30/04

OSEP Contact: Bonnie Jones
Voice: 202-205-8649
E-mail: bonnie.jones@ed.gov

Purpose: The purpose of the National Center on Accessing the General Curriculum is to confront significant challenges children with disabilities face daily, such as curricula with inherit barriers to their learning, teachers who lack strategies for helping them overcome the barriers, policies that inadvertently provide disincentives for finding truly viable solutions, and a general population that sees their interests as being in conflict with those of regular education students.

Method: To meet these challenges, this project will create an organization of partners connected to each other and to an extensive network of consumers and stakeholders by modern tools and common concerns. The partners in the IDEA Network are as follows: Harvard Children's Initiative/Harvard Law School, for its expertise in policy analysis and development; Boston College Department of Teacher Education, Special Education, Curriculum and Instruction for its expertise in integrating best practices in regular and special education; Center for Applied Special Technology (CAST) for its expertise in curricular adaptation and universal design for learning; and the Council for Exceptional Children for its expertise in supporting professionals, parents, and children with disabilities. Using a World Wide Web-based network infrastructure, the partners will jointly develop an inclusive community of educators—linked with parents, students, and advocates—all contributing to, and benefiting from, a continuous growing, universally designed database of ideas, information, models, and strategies for optimizing access to the general curriculum.

Products: The World Wide Web-based infrastructure for this IDEA Network—called the centerNET—will serve both as the means of the Network's operation and eventually as its content.

84.324J

CENTER FOR STUDENTS WITH DISABILITIES INVOLVED WITH AND AT RISK OF INVOLVEMENT WITH THE JUVENILE JUSTICE SYSTEM

Grant Number: H324J990003

National Center on Education, Disability, and Juvenile Justice

Project Director: Leone, Peter; Maccini, Paula
University of Maryland
1308 Benjamin Bldg.
College Park, MD 20742-1161
Voice: 301-405-6489; *Fax:* 301-314-5757
E-mail: leonep@wam.umd.edu; pm147@umail.umd.edu
Website: http://www.edjj.org

Beginning Date: 9/01/99
Ending Date: 8/31/04

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: The National Center on Education, Disability, and Juvenile Justice (NCEDJJ) is a collaborative research, training, technical assistance, and dissemination program designed to understand and develop more effective responses to the needs of youth with disabilities in the juvenile justice system or those who are at risk for involvement with the system.

Method: A collaborative effort involving faculty and staff from various educational institutions and agencies, the NCEDJJ has a team of advocates, practitioners, and scholars who will work as resource fellows and consultants. The research, training, and technical assistance activities of the NCEDJJ will involve school and community-based prevention activities, education programs in juvenile correction settings, and transition activities as youth leave juvenile corrections and reenter their communities.

Products: During the five years of the grant, the NCEDJJ will provide eight regional forums, three "training of trainers" workshops, a national teleconference, a national forum, and at least ten presentations at national, regional, and local meetings. Through its meetings and presentations, technical assistance, research and evaluation activities, and publication and dissemination, the Center will work to change the perceptions and understanding about youth with disabilities in communities and in the juvenile justice system. Through its network of practitioners, administrators, and policy makers, the NCEDJJ will help shape more effective and appropriate responses and accommodations for youth with disabilities.

84.324K

RESEARCH AND TRAINING CENTER ON THE DEVELOPMENT OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH OR AT RISK OF DISABILITIES

Grant Number: H324K010005

Research and Training Center on Early Childhood Development

Project Director: Dunst, Carl J.; Trivette, Carol M.
Orelena Hawks Puckett Institute
Ctr for Evidence-Based & Innovative Prac.
18A Regent Park Blvd.
Asheville, NC 28806-3727
Voice: 828-255-0470; *Fax:* 828-255-9035
E-mail: dunst@puckett.org; trivette@puckett.org
Website: http://www.researchtopractice.info/

Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The Orelena Hawks Puckett Institute (in Asheville and Morganton, North Carolina), the Center for Excellence in Early Childhood Education (at the University of North Carolina - Asheville), and the Family, Infant and Preschool Program (at the Western Carolina Center, Morganton, North Carolina) plan to establish a Research and Training Center of National Excellence to review the knowledge base on: 1) young children's early relationships; 2) emotional, self-regulatory, and social development; and 3) environmental factors that influence development. The knowledge base will then be translated into effective strategies (practice protocols) that establish a foundation for success in school and in community and family adaptive functioning.

Method: The Research and Training Center (RTC) on Early Childhood Development will conduct focused research syntheses of effective early childhood practices; translate this research into practice protocols that practitioners and families can use to enhance healthy child mental development; conduct research on the effectiveness of the practice protocols; disseminate information on effective intervention practices, strategies, and methods; and provide training at the preservice and inservice levels. The conceptual framework described in Shonkoff and Phillips' book "From Neurons to Neighborhoods" will be used to organize and integrate the research knowledge base.

Products: Focused research syntheses on selected topics will be developed by translating research findings into practice protocols that parents and practitioners can use to carry out evidence-based practices. Twenty research syntheses and 20 practice protocols will be completed per year for 5 years, for a total of 200.

84.324L
RESEARCH AND TRAINING CENTER IN SERVICE COORDINATION FOR PART C OF IDEA

Grant Number: H324L990002

Research and Training Center in Service Coordination

Project Director: Bruder, Mary Beth; Harbin, Gloria
University of Connecticut
Health Center
School of Medicine, Dept of Pediatrics, 263 Farmington Ave, MC 6222
Farmington, CT 06030-6222
Voice: 860-679-1500; *Fax:* 860-679-1588
E-mail: bruder@nso1.uchc.edu; gloria_harbin@unc.edu
Website: http://www.uconnced.org/rtc/rtchome.htm

Beginning Date: 12/01/99
Ending Date: 11/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This center will use both quantitative and qualitative methods to conduct a series of descriptive and intervention (experimental) studies that lead to the development of promising practices in the provision of effective service coordination to enhance the implementation of Part C of the Individuals with Disabilities Education Act (IDEA).

Method: The center is a partnership of three primary agencies: University of Connecticut Health Center; University of North Carolina, Chapel Hill; and the Federation of Children with Special Needs. There will be three strands of activities for the center: families, service providers, and system administration. The interrelated strands are separate components and formulate the six objectives of this program: 1) describe current models of service coordination across the nation; 2) identify the outcomes of effective service coordination; 3) describe recommended practices in effective service coordination; 4) measure effective and accessible service coordination through the use of new methodology and use of existing tools; 5) validate components and practices needed for effective service coordination; and 6) disseminate information about the center's activities and products. The center will utilize both national samples and state-specific sites in order to meet these objectives. The groups studied will differ according to the following characteristics: 1) geographic location throughout the United States; 2) place of family residence (urban, suburban, rural); 3) family socioeconomic background; 4) family structure; 5) family cultural backgrounds and ethnicity; 6) child disability and severity of developmental delay; and 7) state system.

Products: Administrators and policy makers will receive detailed information through the project's development of service coordination typologies to guide revision of their selected service coordination model (if warranted), their personnel policies (credentialing and personnel development plans), and their approach to funding. Federal policy makers and state legislators will be able to use the information in the following ways: 1) to identify policy barriers at the federal level and strategies to address those barriers; 2) to identify needed policy changes; and 3) to identify areas that need additional scrutiny. The project will assist participants to develop their skills through the creation of learning communities which will be useful for preservice and inservice training as determined through State Comprehensive Systems of Personnel Development (CSPD). Through this project's effort, personnel developers will be able to develop training programs designed to individualize training. The center's data will be used to assist personnel developers in identifying successful strategies to use with individuals with diverse skill profiles.

84.324M
MODEL DEMONSTRATION PROJECTS FOR CHILDREN WITH DISABILITIES

Grant Number: H324M990001

A Model of Communication, Instructional Method, and Achievement for Teaching Deaf Students

Project Director: Stewart, David
Michigan State University
343 Erickson Hall
East Lansing, MI 48854
Voice: 517-353-0637; *Fax:* 517-353-6393
E-mail: Dstewart@pilot.msu.edu

Beginning Date: 8/16/99
Ending Date: 8/15/03

OSEP Contact: MaryAnn McDermott
Voice: 202-205-8876
E-mail: maryann.mcdermott@ed.gov

Purpose: The purpose of this study is to develop a model of communication that will help teachers who use signs to monitor the effects of their method of communication on how their deaf students learn.

Method: The model will be based on extensive observations of teacher-student interactions over a two-year period, including instructions in different subject matter and with teachers using American Sign Language (ASL), English-based signing, or some combination of ASL and English in what has come to be called contact signing. Certified teachers of the deaf selected for study will be exemplary teachers, have proficient signing skills as evidenced by performance on the Signed Communication Proficiency Interview, have a minimum of five years of teaching experience, and teach in a self-contained classroom or a school for deaf children. The model will be field tested with this group of teachers during Years 1 & 2, then evaluated with a different set of teachers who use signing for instructional purposes in Years 3 & 4.

Products: The model of communication developed by this project will impact the field by providing a theoretical foundation for classroom communication involving signing that is derived from direct observations of teachers and student interacting during instruction, and by providing practitioners with a means of monitoring and assessing the impact of their communication on their instructional effectiveness.

Grant Number: H324M990010

DO-IT CAREERS/K-12
(Careers, Academics, Research, Experiential Education, and Skills)

Project Director: Burgstahler, Sheryl
University of Washington
Box 354842
Seattle, WA 98195-4842
Voice: 206-543-0622; *Fax:* 206-685-4054
E-mail: sherylb@cac.washington.edu
Website: http://www.washington.edu/doit/

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Debra Price-Ellingstad
Voice: 202-260-2121
E-mail: debra.price-ellingstad@ed.gov

Purpose: "DO-IT CAREERS/K-12" will increase the participation of K-12 students with disabilities in work-based learning experiences.

Method: Over the course of this four-year project, the project staff will serve 150 middle and high school students with disabilities; 150 parents of students with disabilities; 400 staff from school-to-work, special education, and career services organizations; and 100 potential employers to increase knowledge and skills related to work-based learning opportunities, self-advocacy, job-search strategies, technology, accommodation strategies, legal issues, and resources.

Products: Nation-wide dissemination efforts to conferences and publications will be extensive. Ultimately, the work of the DO-IT CAREERS/K-12 project will help to increase the opportunities for people with disabilities to gain meaningful employment.

Grant Number: H324M990015

Using Cueing Strategies and Behavior State Analysis to Increase Alertness and Responsiveness among Infants with Severe Cognitive and Multiple Disabilities

Project Director: Roberts, Sally; Rues, Jane
University of Kansas - Kansas City
Center for Research
521 Pearson Hall, 1122 West Campus Rd.
Kansas City, KS 66045
Voice: 785-864-0553; *Fax:* 785-864-4149
E-mail: slroberts@ku.edu

Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This study will increase basic alerting and responding behaviors among infants with severe cognitive and multiple disabilities. These findings will provide the basis for interventions that use communication cueing strategies that best fit individual differences in behavior state patterns and, most importantly, that are designed to increase the duration of time infants spend in the alert and responsive states.

Method: The cueing strategies will be taught to parents, caregivers, and direct service personnel using a variety of approaches—for example, use of videotapes, an individualized gestural dictionary, and group problem solving. Participants will include 25 infants and young children with the most severe types of motor, sensory, and cognitive impairments and delays. The project will be a cooperative effort involving the University of Kansas, Rockhurst College, Children's Mercy Hospital, medical and health-related services, and early intervention educators. The method will include a variety of measures, designs (e.g., cohort comparisons), and statistical analyses. Cohort comparisons will be possible by using longitudinal data from 34 infants with severe disabilities who do not receive the interventions.

Products: The project will produce a training package that contains assessment and intervention procedures for using communication cueing strategies to increase levels of alertness and responsiveness.

Grant Number: H324M990017

School-to-Work Transition for Students with Disabilities in a Rural Setting: Utilization of a Coordinated Support Network Which Is Directed by a Community Rehabilitation Provider

Project Director: Poliquin, Joseph
Community Workshop, Inc.
Foothills Clinic
37 Everts Ave., P.O. Box 303
Glens Falls, NY 12801-0303
Voice: 518-793-4700; *Fax:* 518-793-6325
E-mail: jep@cwinc.org

Beginning Date: 8/01/99
Ending Date: 7/31/03

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: This joint project by CWI and the Murray Center is a comprehensive and responsible transition demonstration and evaluation proposal to move secondary students with special needs through school to work, life, and other appropriate adult outcomes. Responsible transition, as defined by this project, combines the skills necessary for classroom success with those needed for vocational/employment success to allow the student to achieve appropriate individual functional independence.

Method: The project will create a transition team composed of project staff, teachers at target schools, parents, administrators, and students, whose goal will be to establish transition goals and processes to best serve the student. A major part of the project is a solid base of research that addresses factors that influence student success. This research approach will allow a full data set for the longitudinal analysis best suited to the transition from school to work and adult life.

Products: The project will work to develop: improved vocational and clinical instruments for assessment and evaluation; an improved capacity for the self-sufficiency of program activities after the completion of the model demonstration project (e.g., interagency training); dissemination of best practices information and evaluation findings to organizations capable of providing a full range of quality transition services; and operations and programs with quality assurance protocols that advance research in transitioning students with disabilities to higher grades, employment after school, or post-secondary schooling.

Grant Number: H324M990026

Development of Social Competence in Young Children with Emotional and Behavior Problems

Project Director: Templeman, Torry Piazza; Udell, Tom
Western Oregon University
Teaching Research Div.
345 N. Monmouth Ave.
Monmouth, OR 97361-1394
Voice: 503-838-8766; *Fax:* 503-838-8150
E-mail: ptemplt@wou.edu
Website: http://www.tr.wou.edu/train/soccomp.htm

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project will create a model to expand services and improve outcomes for young children at risk for serious emotional disturbance. This will be accomplished through the development, implementation, evaluation, and dissemination of a community-based, family-centered model of early identification and intervention for young children with emotional and behavioral problems (EBP).

Method: The demonstration project will identify children ages three and four and will provide intervention to include community, school, and family involvement in an approach that integrates behavior support plans, social skills training, parent management training, and on-going support to ensure maintenance.

Products: The project will develop a community-based, family-focused model of early identification and intervention for young children with or at-risk of EBP. It will implement the model at selected Head Start sites; evaluate the model using multiple outcome measures to determine the effectiveness of its components; develop procedures and materials for replication; and disseminate project findings at the state, local, and national levels.

Grant Number: H324M990032

Project CITES: Collaborative Integration Teams for Educating Students

Project Director: Tindal, Gerald
University of Oregon
BRT-232 Education
5262 University of Oregon
Eugene, OR 97403-5262
Voice: 541-346-1640; *Fax:* 541-346-5689
E-mail: geraldt@darkwing.uoregon.edu
Website: http://brt.uoregon.edu/proj/cites.html

Beginning Date: 8/01/99
Ending Date: 7/31/03

OSEP Contact: Bonnie Jones
Voice: 202-205-8649
E-mail: bonnie.jones@ed.gov

Purpose: This project integrates five critical educational components into a model for improving on and further developing strategies for serving students with high-incidence disabilities in inclusive secondary content classes. It proposes the improvement of a collaborative team approach where preservice and inservice teachers and administrators work together with parents, community members, and university personnel to receive and implement a model for serving students in content areas in middle and high schools.

Method: The project will establish a collaborative training and instructional team that includes inservice and preservice special and general education teachers and administrators, as well as university personnel. There will be auxiliary participation by parents, students, and community members. Content will be delivered interactively and include adaptation of the curriculum and best practices. The model will be continuously improved through student performance information feedback and classroom observations.

Products: This model will help move research into practice in a systematic, sustainable, and replicable manner, based on the establishment of collaborative teams, the opportunity for all stakeholders to provide input and to reflect on the model, modification of the curriculum around knowledge forms, a feedback loop to monitor student performance and instructional effectiveness, and a mechanism to disseminate findings and model parameters in various ways to provide a support network as professionals move from preservice to inservice.

Grant Number: H324M990035

Innovative Model of Problem-Solving Assessment and Collaborative Teams (Project IMPACT)

Project Director: Stoiber, Karen
University of Wisconsin - Milwaukee
Dept of Educational Psych
P.O. Box 413
Milwaukee, WI 532010413
Voice: 414-229-6841; *Fax:* 414-229-4939
E-mail: kstoiber@uwm.edu

Beginning Date: 8/15/99
Ending Date: 8/14/03

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project was designed to address the need for a problem-solving model of special education service delivery that meets the needs of a large, urban school district with a large percentage of students living in poverty and the need for information on how to implement and sustain the model in such a large district. The Innovative Model of Problem-Solving Assessment and Collaborative Teams (IMPACT) will enhance, implement, and evaluate the model and create and disseminate information and tools that states and districts can use to implement and evaluate similar models.

Method: IMPACT will work in collaboration with Milwaukee Public School District staff to implement and evaluate the model. This partnership will allow the district to significantly enhance the services school psychologists and consulting teachers provide to regular and special education teachers, parents, and students. A large component of IMPACT is evaluating how well the model serves the needs of an urban district. A multiple baseline design implementation process is proposed to document the causes of hypothesized changes, and a combination of qualitative and quantitative data analytic techniques will be employed. IMPACT will build capacity within the district to ensure that the model will continue to have a positive impact on the results of services that students receive in regular and special education.

Products: The project will create and institute a functional system of service delivery that permits accurate and efficient identification, intervention planning, and progress monitoring strategies for urban children. This problem-solving system of service delivery is expected to improve the knowledge base of related services and diagnostic personnel (school psychologists and consulting teachers), teachers, and parents, which should, in turn, help them modify the ecology-of-learning environments in ways that produce improved academic and behavioral results for culturally diverse urban children.

Grant Number: H324M990037

Choice Making for Elementary Students

Project Director: Marshall, Laura Huber
University of Colorado - Colorado Springs
School of Education
Center for Self-Determination, Columbine Hall
Colorado Springs, CO 80933-7150
Voice: 719-262-4168; *Fax:* 719-262-4110
E-mail: lhmarsha@uccs.edu

Beginning Date: 1/01/00
Ending Date: 12/31/03

OSEP Contact: Joseph Clair
Voice: 202-205-9503
E-mail: joseph.clair@ed.gov

Purpose: The purpose of ChoiceMaking for Elementary Students is to develop an effective elementary-age version of the curriculum and lesson packages. Educators, parents, and students with disabilities will be involved in the development process.

Method: The lessons will be based on the ChoiceMaker Curriculum concepts: 1) choosing goals — students identify their interests, skills, and limits in various school and life areas, then use them to choose their goals; 2) expressing goals — students participate in their IEP meetings or school parent-teacher conferences to develop ownership of their goals and education; and 3) taking action — students learn methods to attain their IEP and other goals. Lessons will be written for use in inclusive settings, with adaptations to meet the needs of students with more severe cognitive or affective needs.

Products: The final curriculum will consist of detailed modules and materials that can be used in elementary schools across the country. It will be field-tested in urban, rural, and suburban schools with students from diverse backgrounds and in a variety of settings. Input from people in these varied settings will contribute to the lessons' versatility and usefulness in a wide variety of schools or organizations that provide services to elementary students.

Grant Number: H324M990044

Establishing a Foundation for Self-Determination in Young Children with Multiple Disabilities

Project Director: Rowland, Charity; Schweigert, Philip
Oregon Health & Science University
Center on Self-Determination
3606 S.E. Powell Blvd.
Portland, OR 972021880
Voice: 503-232-9154; *Fax:* 503-232-6423
E-mail: rowlandc@ohsu.edu
Website: http://www.designtolearn.com

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Ray Miner
Voice: 202-205-9805
E-mail: raymond.miner@ed.gov

Purpose: The goal of this project is to develop classroom-wide instructional approaches that will establish the foundations for self-determination in young children with low-incidence disabilities.

Method: Two sets of materials that describe how to teach functional communication skills and mastery of the physical environment to children with low-incidence disabilities in regular classroom activities have been developed. These materials show the teacher how to assess the communicative and cognitive skills of the nonverbal child and how to evaluate the degree to which specific classroom activities encourage or discourage the development of these skills. The project will take these two sets of materials and integrate them in demonstration and replication phases in classrooms that include nonverbal children with low-incidence disabilities (pervasive developmental disorders, deaf-blindness, and multiple disabilities). The goal will be to demonstrate how teachers may provide opportunities for children to develop new communicative and cognitive skills across the entire spectrum of everyday classroom activities. The project will be conducted in regular public schools in Oregon.

Products: Final products will include print and video materials designed to show teachers how to assess their students, how to weave opportunities for their students to master the social and physical environments into all activities, and how to evaluate the success of their classrooms in promoting self-determination.

Grant Number: H324M990060

BRAIN STARS (Brain Injury: Strategies for Teachers and Re-Education for Students)

Project Director: Dise-Lewis, Jeanne
Children's Hospital of Denver
1056 East 19th Ave.
Denver, CO 80218
Voice: 303-861-6642; *Fax:* 303-764-8048
E-mail: dise-lewis.jeanne@tchden.org

Beginning Date: 5/01/99
Ending Date: 4/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: BRAIN STARS is a comprehensive consultation, education, and service delivery program designed to meet the needs of children who have sustained traumatic brain injury (TBI). The BRAIN STARS problem-solving curriculum, a group treatment program for children and adolescents, is designed to develop the child's ability to solve problems more effectively and to provide a supportive environment for increasing prosocial coping skills. The program includes three key elements: 1) the development and publication of a manual to educate and guide parents and teachers regarding positive psychoeducational approaches to traumatic brain injury; 2) a cognitive retraining group curriculum focused on teaching problem-solving strategies in a supportive social context; and 3) dissemination of training materials to school personnel to be used in educating their TBI team specialists.

Method: The BRAIN STARS program will be implemented in five school districts, with target impact on 150 families and 200 school personnel during the four years. Formative and summative program evaluation procedures will improve the quality of the program as it is being implemented and assess the impact of the program upon its completion. This collaborative model brings together parents, key school personnel, and an interdisciplinary rehabilitation team of brain injury specialists providing consultation, education, and support to the key people involved in the child's re-entry to school.

Products: The BRAIN STARS manual will offer a thorough explication of behavioral and academic problems characteristic of children post-TBI and provide functional, practical interventions and specific curricular modifications targeted at these deficits. The manual will be geared specifically toward preparing teachers and parents to work together to develop useful, realistic, and effective classroom interventions.

Grant Number: H324M990064

CC EPIC (Cross Cultural Education Program in Indian/Deaf Culture)

Project Director: Fifield, Bryce
Minot State University
North Dakota Ctr for
Persons with Disabilities, 500 University Ave. West
Minot, ND 58707
Voice: 701-858-3580; *Fax:* 701-858-3483
E-mail: klimpel@minotstateu.edu

Beginning Date: 7/01/99
Ending Date: 6/30/03

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This demonstration project will address the need for a validated model for teaching students with disabilities about cultural diversity by supporting the refinement and replication of the EPIC model developed by the North Dakota Center for Persons with Disabilities. This project will support further development and testing of a model that: 1) provides opportunities for students with disabilities, who are members of minority cultures, to learn about their cultural heritage; 2) enables minority children who are not Deaf to learn about Deaf culture and American Sign Language (ASL); 3) provides an experiential model in which students in an inclusive setting can learn about different cultures; and 4) provides motivation and confidence-building opportunities for students with disabilities.

Method: The project staff will work to demonstrate the efficacy, replicability, and sustainability of the EPIC Model. This model uses five steps: 1) develop a culturally relevant script for a theatrical production; 2) develop supporting materials for conducting workshops with elementary school children that run in conjunction with the theatrical production; 3) conduct a summer theatrical program to teach minority students with disabilities how to present the theatrical production and how to conduct the workshops in elementary schools; 4) deliver the production and workshops during the academic year; and 5) gather and use follow-up data to refine the production and workshop.

Products: This model, replicated within other minority cultures, can function as a tool to combat intolerance and teach respect for diversity.

Grant Number: H324M990078

CBCN Project: Computer-Based Collaborative Notetaking (CBCN) for Postsecondary Students Who Are Deaf or Hard of Hearing

Project Director: Anderson-Inman, Lynne
University of Oregon
Center for Advanced Tech in Ed
Center for Electronic Studying, 1244 Walnut St., Suite 205
Eugene, OR 97403-5214
Voice: 541-346-2657; *Fax:* 541-346-6226
E-mail: LynneAI@oregon.uoregon.edu
Website: http://ces.uoregon.edu/CBCN/default.html

Beginning Date: 5/01/99
Ending Date: 4/30/03

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This four-year model demonstration project will implement, evaluate, and disseminate an innovative approach for enhancing the academic success of postsecondary students who are deaf or hard of hearing. The CBCN Project has four objectives: 1) to increase the number of deaf and hard-of-hearing students who enter postsecondary programs; 2) to increase the academic achievement, retention, and successful completion rates of these students by providing computer-based collaborative notetaking (CBCN) as an academic support service; 3) to increase the number of two-year postsecondary institutions offering CBCN as a cost-effective, academic support service; and 4) to increase the number of students who are deaf or hard of hearing who successfully transition from two-year postsecondary programs either to four-year educational institutions or to vocational employment due to success with computer-based collaborative notetaking (CBCN).

Method: The CBCN Project will be implemented within an outcome measurement system providing for systematic evaluation of project outputs (accomplishment of project activities) and project outcomes (achievement of project objectives). The system provides ongoing, reliable information about project management and project impact for both formative and summative evaluation goals. Advantages of the CBCN system include the student's ability to take notes simultaneously with a notetaker-partner, interact with the notetaker for clarification, and leave the class with sets of electronic notes for studying later.

Products: A replication package will be created and used to extend the model to two-year postsecondary institutions in other western states and across the United States.

Grant Number: H324M990080

Benchmarks: Inclusion of Infants and Toddlers with Disabilities in Natural Settings through Training in Collaborative Consultation

Project Director: Garland, Corinne; Frank, Adrienne
Child Development Resources, Inc.
PO Box 280
Norge, VA 23127-0280
Voice: 757-566-3300; *Fax:* 757-566-8977
E-mail: cgarland@cdr.org
Website: http://www.cdr.org/benchmarks.htm

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The purpose of this project is to develop and implement a model of training to ensure that family members, early intervention providers, infant/toddler caregivers, and teachers have the prerequisite knowledge and skills in collaborative consultation to promote the successful inclusion of infants and toddlers with disabilities in natural settings.

Method: The project will: 1) identify recommended practices or "benchmarks" for successful inclusion through a process of national field-validation; 2) develop a model of training in collaborative consultation skills for successful inclusion; 3) implement the model of training for family members, early intervention providers, infant/toddler caregivers, and teachers to support the successful inclusion of young children with disabilities; and 4) coordinate and promote support for the model among state and local level planners, family members, providers, and advocates. The project will develop a curriculum and supporting materials for training in collaborative consultation based on "Benchmarks of Inclusion." The model will be field-tested and evaluated in a two-city, two-county area of Virginia's Tidewater region in year two and expanded to the remainder of the Tidewater region during years three and four.

Products: The project will result in a replicable model of training in collaborative consultation for family members, early intervention providers, infant/toddler caregivers, and teachers that meets a national priority to include and serve infants and toddlers with disabilities in natural settings.

Grant Number: H324M990085

Project Disability Bullet: A Peer-Mentor Disability and Violence Training Model

Project Director: Balcazar, Fabricio
University of Illinois - Chicago
Div. of Community & Prevention Research
MB 502, M/C 551, 809 S. Marshfield Ave.
Chicago, IL 60612
Voice: 312-996-1646; *Fax:* 312-413-1804
E-mail: fabricio@uic.edu

Beginning Date: 5/01/99
Ending Date: 10/31/03

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: This four-year model addresses the need to reintegrate into the community an increasing population of individuals disabled as a result of violence. It will promote the training of peer-mentors as the bridge between medical rehabilitation and the objectives of education, employment, independent living, self advocacy, and physical fitness.

Method: The overall objectives of this program are to develop, implement, and disseminate a peer-mentor curriculum and model. A manual will be produced to address self-advocacy skills, education and employment counseling, independent living, and physical fitness. Two culturally sensitive video programs will be produced that offer solutions to the challenges of community integration. During the second year, a cohort of four peer-mentors will be trained and a peer-mentoring model will be implemented at two sites. During the third year, a second cohort of four peer-mentors will be trained and the model will be implemented in an additional two sites. The fourth year will be devoted to maintaining and improving the quality of the services delivered by the peer-mentors in the four sites and nationwide dissemination and replication of the program.

Products: The program will produce a culturally sensitive curriculum, including a manual and video programs, that addresses the needs of the population of individuals who were disabled as a result of street violence, and it will train eight peer-mentors. Dissemination and replication of the program will make the curriculum and information about model implementation widely available.

Grant Number: H324M000016

Strategies for Promoting School to Work Transition for Students with Emotional/Behavioral Disorders

Project Director: Nochajski, Susan M.
University at Buffalo - State University of New York
Dept. of Occupational Therapy
515 Kimball Tower
Buffalo, NY 14214
Voice: 716-829-3141; *Fax:* 716-829-3217
E-mail: nochajsk@buffalo.edu

Beginning Date: 5/01/00
Ending Date: 4/30/04

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This project will provide students with emotional and/or behavioral disorders the educational and vocational opportunities to enable them to achieve the skills needed for a smooth and successful transition into the work force.

Method: The project will establish a collaborative model including school-based learning and supported work experiences, based on identified student interests, to promote successful transition outcomes. The project incorporates three core elements noted in the School-to-Work Opportunities Act of 1994: 1) school-based learning; 2) work-based learning; and 3) connecting activities. School-based learning will consist of a transition curriculum that addresses career awareness, career interests and exploration, the development of work habits, work attitudes, and related independent living skills. Work-based learning experiences will be developed with students in cooperation with community businesses.

Products: The project will serve a total of 30 students phased in over a four-year period. Students in the first three years will be selected from a day treatment/special education setting, while students in the fourth year will be chosen from a residential treatment facility. A primary outcome to determine project effectiveness is the number of students who secure employment as a result of their participation in the project.

Grant Number: H324M000025

All Children Can Experience School Success (ACCESS)

Project Director: Garland, Corinne; Quigley, Andrea; Osborne, Sheri
Child Development Resources, Inc.
P.O. Box 280
Norge, VA 23127-0280
Voice: 757-566-3300; *Fax:* 757-566-8977
E-mail: access@cdr.org; andreaq@cdr.org
Website: http://www.cdr.org/ACCESS/access.htm

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project will: 1) develop and implement a model of training to ensure that general educators have the knowledge and confidence needed to successfully include children with disabilities in regular education settings, kindergarten through grade three (K-3); 2) field test and evaluate the model of training in local education agencies (LEAs) in southeastern Virginia; 3) coordinate project activities with the state educational agency (SEA) and LEAs, and foster collaboration among families, K-3 general and special educators, and related personnel; and 4) make the All Children Can Experience School Success (ACCESS) model available through local, statewide, and national dissemination.

Method: The project will develop a curriculum and supporting materials, building on a prototype used by over 3,300 child care providers and early childhood educators in over 60 communities in thirteen states. The six-unit ACCESS curriculum will include information on: the legal and theoretical bases of inclusion, including the benefits and philosophy of inclusive education; disability awareness; building relationships with families; including children with disabilities in the K-3 classroom; public education and related services for children with disabilities; and planning for each new child with disabilities in the classroom. The curriculum will be developed with the help of an advisory planning group including school administrators, families, general and special educators, special education advisory committee members, school board members, and a special educator with a disability who will serve as a consultant for the project. Parents of children with disabilities have been and will be involved in all phases of model development.

Products: ACCESS training will be provided to 375 general educators who will successfully include approximately 1,500 children with individualized education programs (IEPs) in regular education classrooms. The project will result in a replicable model that meets a national need for training educators to successfully include children with disabilities in grades K-3 regular education settings.

Grant Number: H324M000032

Using Alternate Assessment Outcomes to Improve Student Progress

Project Director: Browder, Diane
University of North Carolina - Charlotte
Special Education and Child Development
9201 University City Blvd.
Charlotte, NC 28223-0001
Voice: 704-687-4012; *Fax:* 704-687-2916
E-mail: dbrowder@email.uncc.edu
Website: http://www.uncc.edu/aap

Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: In collaboration with the Charlotte Mecklenburg School system, the University of North Carolina at Charlotte proposes to develop a model for using alternate assessment outcomes to improve progress for students with moderate and severe disabilities. The need exists for a model to demonstrate how to use results of alternate assessments to benefit students, because 2000-2001 will be the first year when many school districts begin to review and disseminate alternative assessment results as called for by IDEA 97. The project will increase knowledge and understanding of educational accountability by determining how to use alternate assessment information for the benefit of students.

Method: The proposed model will include curriculum cross referencing, curriculum team planning, and linking formative evaluation (progress monitoring) with summative evaluation criteria (state standards). The model will be developed through a synthesis of research and best practice and validated with stakeholders. The project will build on existing strategies to improve progress for students with moderate and severe disabilities by linking these procedures to alternate assessment criteria (i.e., state standards). After an initial pilot year with five students, the model will be fully implemented with 20 students with moderate mental disabilities and autism, and then replicated with 20 more students with severe disabilities in the third year. In the third year, the model will also be replicated with five students in a small district. Evaluation of the model will be based on alternate assessment scores, direct student assessment, a curriculum-based assessment, and an IEP review. Teacher and parent evaluation will also be conducted.

Products: In addition to the benefits to the 50 children directly involved, their case studies will provide concrete guidelines for how to improve progress for students with moderate and severe disabilities based on alternate assessment outcomes. The model will be disseminated with written guidelines, case studies, a videotape, and a Web site. "Level of use" of the model within and across states will be used to determine the overall project's impact.

Grant Number: H324M000047

I CAN! Interactive Collaborative Autism Network: Online Modules for National Dissemination

Project Director: Myles, Brenda; Smith, Sean J.
University of Kansas - Lawrence
Center for Research, Inc.
2385 Irving Hill Rd.
Lawrence, KS 66045
Voice: 913-588-5946; *Fax:* 913-588-5942
E-mail: bmyles@kumc.edu; seanj@ukans.edu
Website: http://autnet-dev.altec.org/

Beginning Date: 8/01/00
Ending Date: 7/31/04

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project is a collaborative effort among the State Departments of Education of Connecticut and Minnesota and the University of Kansas (KU) (with endorsement from the Kansas State Department of Education) to prepare teachers and other direct service professionals to educate children and youth with autism spectrum disorder (ASD), using a World Wide Web site as a means of supporting and facilitating training.

Method: The Interactive Collaborative Autism spectrum disorder Network (ICAN) will offer: 1) high-quality online training; 2) ongoing and responsive technical assistance; 3) direct access to information resources that can be downloaded for immediate "hands-on use; 4) links to other World Wide Web sites that support use of effective strategies with children and youth with ASD; and 5) links to research projects that offer scholarly information. This program will also create among professionals a hub for meaningful networking, collaboration, and sharing among users through the use of a listserv and a sharing of portfolios. Each partner has designed a team of individuals who will contribute content for the World Wide Web-based program and will support its use in the three states. In addition, each partner will sponsor an annual conference that will allow program participants to meet, exchange resources, and gain new information. Such training efforts will enable schools and agencies to better meet the demand for teachers, consultants, and related-service professionals. Recruitment and retention of individuals who are ethnically and culturally diverse and/or have exceptionalities are integral components of the project.

Products: At the end of the project, a series of online modules will exist that can be accessed nationwide by individuals interested in learning about ASD.

Grant Number: H324M000049

Collaboration and Family Involvement in Functional Assessment

Project Director: Dunlap, Glen; Vaughn, Bobbie; Fox, Lise
University of South Florida
Louis de la Parte Florida Mental Health Institute
13301 Bruce D. Downs Blvd., MHC2113A
Tampa, FL 33612
Voice: 813-974-6111; *Fax:* 813-974-6115
E-mail: dunlap@fmhi.usf.edu; vaughn@fmhi.usf.edu

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: This model demonstration project is a collaboration with local and state educational agencies and family organizations to develop, implement, and evaluate a comprehensive approach for promoting family involvement in the schools' functional behavior assessment (FBA) and behavior support processes for students with developmental disabilities.

Method: The model will include: 1) a concentrated program of initial training for core school personnel and collaborating family representatives; 2) an ongoing district-wide awareness effort that will include informational workshops and written materials to inform teachers, families, and members of the community about FBA and positive behavioral support; 3) training of school personnel in a family collaborative model of FBA and positive behavior support; and 4) a systematic plan of facilitation designed to promote the involvement of family members as full team partners for the purpose of conducting a FBA, designing a behavior support plan, and implementing a program of positive behavior interventions and supports. The project was developed by a partnership of educators and family members. The Division of Applied Research and Educational Support (DARES) at the University of South Florida will work closely with participating school districts (including Pasco County Public Schools) and the Family Network on Disabilities (the state's Parent Training and Information Center).

Products: Each element of the model will be evaluated with multiple methods of data collection, and detailed facilitation guides, training materials, and other replication materials will be carefully field-tested, revised, and refined. Development and dissemination will be facilitated by the Florida Department of Education and several federally funded training and technical assistance centers in the areas of functional behavioral assessment and positive behavioral interventions.

Grant Number: H324M000051

Bridging the Gap: A Model Demonstration Project for Moving the DEC (Division of Early Childhood) Recommended Practices into Actual Practice for Young Children with Disabilities and Their Families

Project Director: Smith, Barbara
University of Colorado - Denver
Campus Box 123, P.O. Box 173364
Denver, CO 80217-3364
Voice: 303-556-3328; *Fax:* 303-556-3310

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: Research in the field of Early Intervention and Early Childhood Special Education (EI/ECSE) has documented effective practices for improving outcomes for young children with disabilities. However, the widespread adoption of these practices has been hampered by at least three major challenges: 1) a thorough synthesis of the knowledge base; 2) the effective translation and dissemination of this information for stakeholders—families, practitioners, administrators, and personnel trainers/technical assistance providers; and 3) a model of administrative, training, and systems change strategies needed to implement and sustain high-quality services to children and families. The Division for Early Childhood (DEC) began addressing the first two challenges by using information from a review of the research literature and a series of focus groups of stakeholders to develop and validate a set of recommended practices and produce materials designed specifically for the four stakeholder groups. Bridging the Gap will address the third challenge to the adoption of recommended practices by developing a model for facilitating the sustained use of the identified practices through systems change and training procedures.

Method: The project will: 1) develop a model for facilitating the sustained and widespread use of recommended practices in early childhood programs; 2) implement the model with two sites in collaboration with systems change teams from the sites in order to build the programs' capacity to effectively implement the practices over time; and 3) evaluate the model, the materials, and the outcomes of the project on both a summative and formative basis using ongoing evaluation data to improve and revise the model.

Products: The project will disseminate information on the practices, the model, and outcome data through DEC and its partner organizations.

Grant Number: H324M000069

Community Connections: Promoting the Participation of Young Children with Disabilities in Community Settings

Project Director: Lieber, Joan; Beckman, Paula J.
University of Maryland
Room 1308 Benjamin Bldg
College Park, MD 20742-1161
Voice: 301-405-6467; *Fax:* 301-314-9158
E-mail: JL39@umail.umd.edu
Website: http://www.communityconnections.umd.edu

Beginning Date: 7/01/00
Ending Date: 6/30/04

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This model demonstration project will facilitate the participation of young children with disabilities in their communities. The objectives of this project are to: 1) create a task force of community leaders and families; 2) develop, implement, and coordinate information and awareness activities; 3) provide opportunities for networking and support; and 4) coordinate and provide training and technical assistance.

Method: The project will be implemented in a large, predominantly African-American suburban county bordering the District of Columbia. The project emphasizes the coordination of existing programs in Prince George's County. The community task force will consist of community providers and parent representatives who are interested in promoting community participation in Prince George's County. Its purpose will be to identify and promote linkages among families and key groups in the community. It will also provide input and advice to project staff in developing and implementing other components of the model. The networking and support component emphasizes building networks and developing linkages for both community participants and families. The training and technical assistance component will identify and coordinate existing training opportunities, develop training modules to address gaps, and provide training using a trainer of trainers' approach.

Products: Project tasks will be accomplished by conducting community forums, preparing and disseminating the "Community Connections Newsletter," developing linkages with families, and holding informal, family-to-family support gatherings. The information and awareness component of the model will : 1) establish and implement a public awareness plan; 2) create and administer a Community Connections World Wide Web site to provide information about community resources to families and providers; and 3) prepare and disseminate a "Community Resource Guide."

Grant Number: H324M000070

Maryland Transition Service Integration Project for Students with Severe Disabilities

Project Director: Luecking, Richard G.
TransCen, Inc.
451 Hungerford Drive, Suite 700
Rockville, MD 20850
Voice: 301-424-2002; *Fax:* 301-251-3762
E-mail: rluecking@transcen.org
Website: http://www.transcen.org/stw03.html

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This service model will ensure that individuals with severe disabilities leave public school at the age of 22 fully included in their home communities with an integrated and individualized job at or above minimum wage, and with a stable system for long-term support of career expansion, recreation, postsecondary education, and community living services, authorized and in place prior to graduation.

Method: The project will adapt and expand an existing model developed originally in California to meet the unique requirements of the systems in the state of Maryland that provide support for the transition from school to adulthood for individuals with severe disabilities. The transition model will better integrate the resources, expertise, and responsibilities of the three systems responsible for transition: the local public schools, the Maryland Department of Rehabilitation Services, and the Maryland Developmental Disabilities Administration, at the point when these students age-out of public school. This model development and expansion effort will take place, initially, in Montgomery County, Maryland, and extend to other selected areas in Maryland.

Products: Implementation of this project model will result in the seamless transition of 120 individuals with severe disabilities. Sustained post-project activities will impact hundreds more students in Maryland and elsewhere.

Grant Number: H324M000086

Peer Coaching Rural In-Service Model (PRISM)

Project Director: Askvig, Brent
Minot State University
ND Center for Persons with Dis
500 University Ave West
Minot, SD 58707
Voice: 701-858-3052; *Fax:* 701-858-4286
E-mail: askvig@minotstateu.edu
Website: http://www.msuprism.org

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: The Peer-Coaching Rural In-Service Model (PRISM) will demonstrate the effectiveness of two unique personnel training procedures. First, PRISM staff will test the efficacy of a peer-coaching approach to develop effective classroom management skills for teachers in rural and remote schools in three Midwestern states. Second, PRISM will test the effectiveness of an Internet-based teacher support system for ongoing inservice training. Four goals have been established, which are to: 1) develop an Internet-based network for participating rural schools in North Dakota, South Dakota, and Nebraska; 2) create the resources for implementing the project; 3) implement and evaluate the model; and 4) produce and disseminate materials for replicating the model. A peer coaching model was chosen because it removes many of the negative experiences of professional evaluation from the process, reduces teaching isolation, builds a community of teacher-learners, and encourages professionalism. With peer coaching, teachers become more skillful in using new teaching approaches, they use those approaches more frequently and over a longer period of time than do non-coached teachers, and they report anecdotally that their students learn and behave better in the classroom after peer coaching has been implemented.

Method: Peer coaching is a collegial, non-judgmental system of reciprocal assistance for teachers who are attempting to learn new skills. Essentially, two teachers form a partnership to learn a new intervention skill and improve student performance in the classroom. After one teacher has demonstrated success with a skill, the second teacher begins the developmental process by planning, attempting, and reviewing her performance with data gathered by the first teacher. Peer coaching can be effective in rural schools where typical inservice models are ineffective because there are often few experts who can provide training. This project will develop a comprehensive model and ongoing supportive training that is readily accessible, is research-based, and produces lasting changes in teacher behavior and student learning.

Products: The PRISM Project will gather data to evaluate the effectiveness of a peer coaching model of rural, inservice teacher training in classroom management that is supported by an accessible, Internet-based network.

Grant Number: H324M000089

Work Incentives and Alternative Resource Development for Student Employment — "WISER"

Project Director: Condon, Ellen
University of Montana
52 Corbin Hall, Rural Institute
Missoula, MT 59812-7056
Voice: 406-243-4134; *Fax:* 406-243-2349
E-mail: condon@selway.umt.edu

Beginning Date: 7/01/00
Ending Date: 6/30/04

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: Project WISER (Work Incentives and Alternative Resource Development for Student Employment) will increase the number of employed students with severe disabilities graduating from special education in rural remote areas, by creating an innovative model of transition planning which maximizes the use of innovative resources such as Social Security Work Incentives and Natural Supports to promote the provision of quality, community-based, paid work experience and longitudinal transition planning.

Method: The model will be developed and implemented in eight rural schools in the Bitteroot Valley and on the Flathead Indian reservation, placing 40 students with severe disabilities over the course of four years. Local capacity will be enhanced through: 1) on-site technical assistance and training around transition planning, community-based work experience, supported employment, and alternative resource development; 2) peer mentors for parents and students; 3) development of local interagency transition councils; and 4) creation of consumer-controlled alternative funds and resources, thereby increasing student and family choice and empowerment during transition.

Products: The project will result in a model of transition planning that will increase the number of students with severe disabilities in rural areas who graduate and become employed.

Grant Number: H324M000098

Work Links Project

Project Director: Rabren, Karen
Auburn University - Auburn
Rehabilitation and Special Education
1228 Haley Center
Auburn Univ., AL 36849-5217
Voice: 334-844-5943; *Fax:* 334-844-2080
E-mail: rabreks@auburn.edu
Website: http://www.auburn.edu/worklinks

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This model demonstration project will develop a functional, standards-based occupational preparation program for high school students with moderate/severe disabilities. The five major goals are to: 1) identify key components and strategies for a secondary occupational program option; 2) develop a secondary program option for students with moderate/severe disabilities; 3) pilot test the newly developed secondary program; 4) refine, finalize, and market the occupational program; and 5) complete the statewide implementation of the model high school preparation program for students with moderate/severe disabilities.

Method: This model program will be guided by an advisory board and pilot tested through eight school systems that have proven, exemplary high school transition programs. Multiple evaluation strategies will be employed to obtain on-going feedback and to assess program effectiveness.

Products: Upon completion of this model project, Alabama (and other states) will have a standards-based high school program designed to better prepare students with moderate/severe disabilities to assume young adult roles and responsibilities through community integration and employment.

Grant Number: H324M000104

Model Demonstration Project CLEAR: Coaching, Leadership Education and Restructuring

Project Director: Halvorsen, Ann
California State University - Hayward
Dept of Educational Psychology
Hayward, CA 94542
Voice: 510-885-3087; *Fax:* 510-885-4798
E-mail: ahalvors@csuhayward.edu
Website: http://www.edschool.csuhayward.edu/departments/epsy/sped/ProjectClear.html

Beginning Date: 9/01/00
Ending Date: 8/31/04

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: The Coaching, Leadership Education and Restructuring (CLEAR) Project will develop, support, utilize, evaluate, and replicate a Leadership School Team model to enhance the quality of current and planned inclusive schooling across age levels in the urban districts of San Francisco and Oakland California.

Method: The project will make a significant contribution to important work in these areas by demonstrating: 1) a generative model for building schools' capacities to sustain change over time themselves; 2) the effectiveness of cross-constituency school teams in providing inclusive school leadership within the school and to others; and 3) the effectiveness of resource-building across schools through on-line and in-person networking among leadership teams to facilitate the congruence and alignment of inclusive efforts for students with disabilities with the school's related reform efforts that target the needs of the diverse learning community. The project will involve all key stakeholders from families to students, educators, administrators, and related community personnel.

Products: The project will develop a total of 32 Leadership and 24 New Partner schools, multiple support systems, and products for replication and dissemination.

Grant Number: H324M000111

FAMILY TIES: Enhancing Parent Involvement in the Education of Preschool Children with Disabilities

Project Director: Wheeden, Catherine Abigail
Children's Hospital Medical Center of Akron
Family Child Learning Center
One Perkins Square
Akron, OH 44308
Voice: 330-633-2055; *Fax:* 330-633-2658
E-mail: awheeden@kent.edu
Website: http://www.akronchildrens.org/depts-services/fclc.html; http://www.familychild.org

Beginning Date: 9/01/00
Ending Date: 8/31/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: Based on studies that suggest that parents' style of interaction with their children may have a greater impact on children's later IQ and reading ability than attendance in a preschool program, this project will develop a parent education model for preschool special education that incorporates two innovative features into its design: 1) relationship-focused intervention procedures used with birth to three-year-old children focusing on the developmental and preacademic issues addressed in preschools; and 2) emphasis on the use of assistive technology in the home.

Method: During the first three years, the model will be field tested in a variety of classroom-based and parent-focused intervention combinations. In the fourth year, the model will be field tested in a low-income school district.

Products: Evaluation will determine whether this model 1) promotes parental responsiveness; 2) enhances parents' ability to incorporate assistive technology into children's environments; and 3) impacts children's development.

Grant Number: H324M010031

A Comprehensive Intervention Model for Elementary School Children Who Are SED

Project Director: Stephens, Thomas
University of Dayton
4807 Evanswood Drive, Suite 300
Columbus, OH 43229
Voice: 614-785-0481; *Fax:* 614-785-0513
E-mail: tstephens@ssco.org

Beginning Date: 8/01/01
Ending Date: 7/30/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: There are four major barriers to increased achievement levels for elementary school students with serious emotional disturbances (SED): 1) inappropriate social skills and behaviors, 2) insufficient reading skills, 3) lack of parental involvement needed to reinforce learning and appropriate social behaviors consistently, and 4) the interaction of these three factors. In addition, these problems are aggravated by the psychosocial risk factors this population typically faces, such as high rates of physical, sexual, and emotional abuse, poverty, and a lack of family stability. The University of Dayton, in collaboration with the Columbus Public Schools, developed this project to implement and support with research a comprehensive intervention model that combines modifications to reading instruction, social skill instruction, and an increase in parents' involvement in their children's education.

Method: The intervention model will demonstrate how to increase the capacity and the skills of parents, teachers, and educational service personnel to provide students with SED opportunities to improve reading comprehension and social behavior, and thus to increase their probability of gaining access to and eventually succeeding in mainstream schools. In addition, the model will contribute to current studies concerning effective models of instruction of SED children in two ways: 1) by outlining improved strategies for instruction, generalization, and maintenance of appropriate social skills for this population; and 2) by increasing the reading achievement of SED students. The three interventions to be used in this demonstration (parent training, reading instruction, and social skill instruction) are based on methodologies and materials that have been developed for and shown to be effective with this population. The model will be demonstrated with a sample of 200 children in one special elementary school and in 15 satellite "resource rooms" in mainstream elementary schools within the Columbus Public Schools.

Products: The results and methodologies of this project will be widely disseminated to be used by researchers or by school personnel who are currently seeking models of instruction to serve similar populations of students.

Grant Number: H324M010033

PROJECT PLAY: Promoting Positive Learning Outcomes through an Activity Based Approach with Young Children with Disabilities

Project Director: Grisham-Brown, Jennifer
University of Kentucky
Dept. of Family Studies
201 Kinkead Hall
Lexington, KY 40506
Voice: 859-257-7905; *Fax:* 859-257-1325
E-mail: jgleat00@uky.edu
Website: http://fp.dl.kent.edu/play/default.htm

Beginning Date: 10/01/01
Ending Date: 9/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The provision of individualized and often specialized services to children with severe disabilities in inclusive settings has proved to be a significant challenge. At least three major barriers exist: 1) personnel lack the necessary training for meeting the complex needs of young children with severe disabilities; 2) professionals from a wide range of disciplines and families do not routinely work together in designing, implementing, and evaluating intervention efforts; and 3) programs lack a systematic or linked approach for developing and implementing individualized intervention. Project PLAY is designed to overcome these barriers by implementing a comprehensive model across a variety of programs in Kentucky and Ohio. The model is a linked approach composed of assessment, individualized education plans, embedded instruction, and systematic data collection.

Method: The project's two major goals are the following: 1) to train diverse staff at model sites to implement authentic assessment, target meaningful skills, embed instruction during daily activities, and engage in ongoing data collection to monitor children's performance over time; and 2) to evaluate and disseminate the model so that it can be utilized in other settings and sustained over time. Four model sites will participate in Project PLAY. A rigorous development, implementation, and evaluation plan will ensure new knowledge and extensive dissemination of findings, thus improving services for young children with severe disabilities. Key stakeholders and consumers will be involved to ensure the integrity and utility of project activities.

Products: Training materials will be developed for use in early childhood settings including Head Start, public school preschools, community-based childcare, and blended programs.

Grant Number: H324M010043

The Word Partners Supplementary Tutoring Program

Project Director: Vadasy, Patricia F.
Washington Research Institute
150 Nickerson St., Suite 305
Seattle, WA 98109
Voice: 206-285-9317; *Fax:* 206-285-1523
E-mail: pvadasy@wri-edu.org
Website: http://www.wri-edu.org/partners

Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: The project will develop, field test, and evaluate materials that non-teachers can use to provide one-to-one tutoring in advanced decoding skills to students with or at high risk for reading disabilities.

Method: The Word Partners is a program of instruction for students who lack skills in reading more complex words. Some of these students have incomplete knowledge of the alphabetic principles or poor phonological and/or orthographic skills. In addition, students may lack knowledge of morphology, complex word structure, and punctuation needed to read more complex text. Project staff will design and field test tutoring modules tailored to the needs of students grades 2-5 in advanced decoding. Assessment-based instruction will incorporate features of research-based strategies for increasing word reading skills of students with disabilities, and will include criterion-based progress assessments. Home activities will be designed to encourage students to practice new word skills with parents and family members. The project will evaluate the effectiveness of tutoring in a two-group pretest-posttest experimental design using matched controls. Students will be assessed on measures of decoding, word reading, orthographic, and phonological skills. Staff will regularly monitor tutor implementation of field-test tutoring materials. Qualitative data will include interviews with tutors, teachers, students, and parents to gather feedback on Word Partners procedures, and to identify changes in tutor skills, student self-esteem, and attitudes about reading. Analysis of Variance, Analysis of Covariance, and regression techniques will be used to measure changes in student skills over time, group differences, and student and program predictors of student outcomes.

Products: Information on the tutoring strategies will be disseminated to practitioners and professionals.

Grant Number: H324M010046

Using School Based Enterprises to Help Special Education Students Connect Classroom, Community and Career Options

Project Director: Phelps, L. Allen; Gugerty, John
University of Wisconsin - Madison
Center on Education and Work
1025 West Johnson St., #964
Madison, WI 53706-1796
Voice: 608-263-2714; *Fax:* 608-262-3063
E-mail: aphelps@education.wisc.edu; jgugerty@education.wisc.edu
Website: http://www.wcer.wisc.edu/riser/

Beginning Date: 9/30/01
Ending Date: 9/29/05

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This project will design, implement, evaluate, disseminate, and prepare others to replicate a model that will enable participating special education students to synthesize the theoretical world of academics with the world of work. In this model, revolving around School Based Enterprises (SBEs), special education students take key leadership positions, thus allowing them to develop systematically their employability skills, clarify "transfer of learning" paths, and expand their career options and aspirations.

Method: In this SBE, students will produce and deliver products and services that are valued beyond the classroom door. As the student entrepreneurs conceptualize, design, and operate the school-based enterprise, they will develop their leadership, team work, decision making, problem solving, analytical thinking, and other work-related skills. They will learn and apply a myriad of business skills that employers seek in new applicants. Special education students participating in SBEs will learn how to use interpersonal skills, math skills, and language skills that will improve their chances of workplace success. As participating students' decisions and actions affect their actual enterprise (not a simulation), the students will experience the relationship of math, language, and interpersonal skills to personal and organizational success in a "real world" context. Project staff will select two Wisconsin school districts to participate; prepare teams of professionals from the participating school districts to create, implement, and evaluate School Based Enterprises that include at least ten secondary special education students per district in leadership and other significant roles; and evaluate the impact of each participating school district's SBEs on students, staff, curricula, and the school's organizational structure.

Products: This project will result in implementation, evaluation, dissemination, and replication of the SBE model. The project will: 1) prepare both print and CD-ROM versions of a document entitled "School Based Business Development Handbook for Special Educators"; 2) prepare six summary reports, each tailored to a key stakeholder group: local administrators, teachers, counselors, state policy makers, parents of special education students, and teacher educators; 3)design and implement a National Replication Initiative; and 4) disseminate project findings and products nationally using five electronic strategies, and two face-to-face approaches.

Grant Number: H324M010055

Contextually Mediated Therapy/Intervention Project

Project Director: Raab, Melinda; Mott, Donald
Western Carolina Center
Family, Infant, Preschool Programs
300 Enola Rd.
Morgantown, NC 286800250
Voice: 828-433-2661; *Fax:* 828-438-6457
E-mail: raab@puckett.org

Beginning Date: 10/01/01
Ending Date: 9/30/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The major aim of this project is to develop, implement, and evaluate a promotional approach to therapy and intervention with young children with disabilities, birth to three years of age, called Contextually Mediated Therapy/Intervention (CMT/I).

Method: CMT/I uses everyday family and community activity as the contexts for providing children with learning opportunities, where child participation and competence enhancement are mediated by the social and nonsocial experiences afforded children in everyday natural learning environments. CMT/I builds upon and brings together methods and approaches from different therapy and intervention models, and integrates them into a new approach to doing therapy and intervention. This project will develop, implement, and evaluate an approach for identifying everyday children's routines and activities as contexts for therapy and intervention (CMT/I). It will also develop, implement, and evaluate techniques and procedures for using CMT/I as an approach to promote child competence. The demonstration phase of the project will involve physical and occupational therapists, a speech and language pathologist, and an early intervention specialist developing, implementing, and evaluating CMT/I with 40 to 50 children (birth to three years of age) and their families.

Products: Assessment procedures, CMT/I guidelines and techniques, and procedural "how to" manuals will be developed, field tested, and validated by project staff. The CMT/I model, methods, and procedures will be replicated with different therapists and interventionists. The project will disseminate information about CMT/I and its usefulness as an early intervention approach by producing a video to document and describe the CMT/I approach.

Grant Number: H324M010060

Early Childhood Leadership Directions

Project Director: Rosenkoetter, Sharon
Oregon State University
HDFS, 322 Milam Hall
Corvallis, OR 973325102
Voice: 541-737-8529; *Fax:* 541-737-1076
E-mail: Sharon.Rosenkoetter@orst.edu
Website: http://www.hhs.oregonstate.edu/hdfs/ecld

Beginning Date: 7/01/01
Ending Date: 6/30/05

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project will develop, implement, evaluate, and disseminate a model and materials for preparation of early childhood leaders across agencies at local and state levels to provide collaborative, family-guided, standards-based, outcomes-driven services for all young children—intentionally including appropriate supports for young children with disabilities and their families.

Method: The project will accomplish the following: 1) develop and implement a set of modules and two Web courses for leadership training that can be used—together or separately, in person or electronically, inservice or preservice—to prepare leaders for the next decade to guide services for infants, toddlers, and young children with disabilities and their families in natural home and community settings; 2) evaluate the materials and service delivery plans, using the modules in at least three states and using the Web courses internationally; and 3) produce and disseminate the validated procedures and materials in formats that will enable other states, universities, and programs to replicate all or part of the model.

Products: Outcomes will include the following: 1) development, implementation, and evaluation of two project training plans—Web-based courses and a more traditional training combination of workshops, experience in collaborative problem solving with cohort groups, and mentoring by peers; 2) publication of validated procedures and materials to allow others to replicate EC Leadership Directions training or selected components of it, such as outcomes-driven program design and evaluation, interagency/interdisciplinary collaboration, family-guided services, new models of leadership, culturally appropriate leadership, mentoring, systematic strategic planning, advocacy, resource finding, proposal writing, financial management supervision, public relations, and advocacy techniques; 3) wide dissemination of these materials through print and electronic media to enable personnel from multiple agencies to benefit from the project; and 4) enhancement of leadership strategies of many additional service providers and family leaders as a result of presentations at regional and national meetings and publications in respected early childhood journals across disciplines.

Grant Number: H324M010064

A Model for a Technology-Based Life Skills Curriculum for Secondary Students with Cognitive Disabilities

Project Director: Keating, Thomas
Eugene Research Institute
132 E. Broadway, Suite 747
Eugene, OR 97401
Voice: 541-342-3763; *Fax:* 541-342-4310
E-mail: tkeating@eugeneresearch.org
Website: http://www.eugeneresearch.org/projects.htm

Beginning Date: 7/01/01
Ending Date: 6/30/05

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: The goals of this project are to develop and implement a model for a technology-based life skills curriculum for secondary students with significant cognitive disabilities, to evaluate the effectiveness of the model using multiple quantitative methods, and to produce applications, materials, and procedures that will enable effective dissemination and replication of the model in a range of settings.

Method: In Year 1, the project will work with a life skills program in a relatively large urban school district to first develop and pilot-test a curriculum that builds on previous work in development of personal activities management and task prompting software for students with significant cognitive disabilities. In Year 2, the model will be implemented on a program-wide basis. In Year 3, the project will replicate implementation of a revised model with students in two different districts through a countywide special education services agency that encompasses urban, suburban, and rural districts in a diverse array of communities. In Year 4, the project will focus on refinement of applications and curriculum materials and on analysis and reporting of findings. Data collection and analysis will include quantitative measures and analysis and qualitative case study methods to evaluate factors affecting technology use by students with significant cognitive disabilities and impact on cross-setting performance of life skills. The project will also evaluate student quality of life outcomes such as development of self-determination and social relationships, and the role of support agents such as instructional aides and family members. During Years 3 and 4, the project will disseminate findings in formats designed for accessibility by diverse audiences.

Products: Outcomes that will result from this project include a field-tested comprehensive technology-intensive approach to development of life skills for transition students with cognitive disabilities. The project will also document and report on factors affecting software accessibility, technology use, and implementation across school, home, and community settings, including improved life skills applications and materials for personal management, household management, web access, and other areas as may be determined through ongoing findings from the model development process. The materials that are developed will be disseminated through trainings and conference presentations throughout Oregon and nationally and through web-based media. Written reports describing project findings will be developed and shared with a range of audiences including consumers, families, educators, researchers, and national disability information clearinghouses.

Grant Number: H324M010071

Early Social Interaction Project: Teaching Very Young Children with Autism Spectrum Disorders in Natural Environments

Project Director: Wetherby, Amy M.; Woods, Juliann
Florida State University
Dept. of Communication Disorders
Tallahassee, FL 323061200
Voice: 850-644-8456; *Fax:* 850-644-8994
E-mail: awetherb@garnet.acns.fsu.edu; jwoods@garnet.acns.fsu.edu
Website: http://esi.fsu.edu/

Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: There is now a substantial body of empirical support demonstrating the effectiveness of a range of approaches for enhancing social and communication skills of preschool children with autism along a continuum from behavioral to developmental that differ in philosophy and specific teaching strategies. The empirical research on children with autism indicates that intervention provided before age 5 has a much greater impact than that after age 5, consistent with early intervention research with other populations. The level of social and communicative competence attained by individuals with autism has been found to be an important predictor of outcome. There is a pressing need to develop early intervention programs that are appropriate and effective with very young children with autism spectrum and that are consistent with the mandates of the Individuals with Disabilities Education Act Amendments of 1997 (PL 105-17) Part C, addressing the provision of early intervention services within natural environments. The Early Social Interaction Project is designed to develop, implement, evaluate, and replicate an early intervention program for very young children with autism spectrum disorders.

Method: Children with autism spectrum disorders will be identified by 24 months of age. The early intervention program will consist of the following components: 1) family-guided assessment to identify concerns, priorities, and resources; 2) individualized, family-guided intervention program to be documented by an Individualized Family Service Plan and implemented in the child's natural environments; and 3) referral systems, transition planning, and transition support to Part B services. Unique features of this project specially designed for very young children with autism spectrum include: 1) focus on social interaction, communication, and play targets for each child, determined individually in collaboration with families based on the child's prelinguistic profile and the parents' responsivity and language input demonstrated in interactions during daily routines; 2) blend of behavioral and developmental approaches that have been empirically supported to address the core deficits associated with autism, positive behavioral support, and generalization of learning across environments; 3) intensity of programming for at least 20 hours of intervention per week in natural environments; 4) coordination of services.

Products: The project will enroll at least six families per year to ensure a total of 24 families are served over four years. The project will demonstrate short-term and intermediate effects of an early intervention program on meaningful outcomes for children with autism and their families. During the first three years of the project, the Early Social Interaction Project will be developed, implemented, and evaluated in Leon County as a collaborative effort with Florida State University and community agencies and service providers. During the fourth year, the project will be further refined and replicated in four other counties in the panhandle of Florida. Data gathered will contribute new knowledge about very young children with autism spectrum and increase the field's ability to serve these children more effectively.

Grant Number: H324M010075

The Heads Up Project: A Model Program for Children with Acquired Brain Injury

Project Director: Sample, Pat; Schelly, Cathy; Dettmer, Judy
Colorado State University
211 Occupational Therapy Bldg.
Fort Collins, CO 80523
Voice: 970-491-1996; *Fax:* 970-491-6290
E-mail: sample@cahs.colostate.edu;
schelly@cahs.colostate.edu; dettmerj@lamar.colostate.edu
Website: http://www.colostate.edu/Depts/CCP/index2.htm

Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The Heads Up Project will implement a screening tool developed at the Center for Community Participation (CCP) to assist schools in identifying children with acquired brain injury (ABI) and to provide consultative supports for those identified to ensure greater success at the elementary level and subsequently, the secondary level.

Method: Through this project, school personnel will benefit from training regarding acquired brain injury (ABI), and will be able to develop and implement effective strategies to support these children. Students with ABI will benefit from an enhanced self-awareness and the ability to advocate for themselves. Students will also gain social skill development essential for success in school/post-school activities. The Heads Up Project will be implemented in three school districts in Colorado. The project will serve 15-20 students with ABI in each district and impact the general elementary school population through the implementation of a Disability Awareness Curriculum. The goals of the project are the following: 1) to implement the preliminary screening tool "Annual Health Update," to begin the identification process of children with ABI and make appropriate referrals for further diagnosis; 2) to provide consultative support in the school and home environments to identify, develop, and implement appropriate support strategies for 15-20 students with ABI per district; 3) to provide support to students, families, and school staff as the student transitions from elementary school to middle or junior high school; and 4) to provide consultation to the schools to assist with the development and implementation of "friendship" programs to increase social skill development for students with ABI.

Products: The project will result in the development and implementation of a disability awareness curriculum (to include a unit on brain injury awareness and prevention) for all elementary-age students in the three districts in an effort to increase their understanding and empathy for their classmates who experience challenges. The project will also develop a 15-hour course for school district staff seeking continuing education credit.

Grant Number: H324M010078

Exceeding Expectations: Model Demonstration Project

Project Director: Lehmann, Jean P.; Davies, Tim G.
Colorado State University
210 Education Bldg
Fort Collins, CO 805231588
Voice: 970-491-5169; *Fax:* 970-491-1317
E-mail: lehmann@cahs.colostate.edu

Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: "The Exceeding Expectations" project will implement and validate a four-step process-oriented model for increasing the access of students with disabilities to postsecondary institutions in five rural demonstration states, and increasing their retention in those postsecondary settings.

Method: Model components, designed in response to the articulated concerns of postsecondary students with disabilities, will build partnerships among school districts, postsecondary institutions, families, and students. The success of the project is predicated upon the creation of competent environments that facilitate the learning of all students and the preparation of students to be able to advocate for supports in postsecondary settings. The goals of the project include: 1) to identify and operationally define needs associated with the access and retention of students with disabilities in postsecondary educational institutions; 2) to support and guide practice by developing training and technical assistance opportunities addressing transformation needs of each participant group (i.e., parents, students, secondary educators, and postsecondary educators); 3) to implement coaching and other replication procedures to assure project continuation/sustainability; and 4) to evaluate the process and outcomes of the entire model and its individual components in order to improve model applicability, feasibility, and replicability.

Products: The project will result in validation of the process-oriented model by participants in five states, so that a grounded theoretical postsecondary and transition model is conceptualized.

Grant Number: H324M010093

Cultural and Linguistic Diversity in Early Intervention: A Program Improvement Model

Project Director: Castro, Dina; Ayankoya, Betsy
University of North Carolina - Chapel Hill
Frank Porter Graham Child Dev Ctr
CB#8180
Chapel Hill, NC 27599-1800
Voice: 919-962-7363; *Fax:* 919-966-7532
E-mail: Dina_Castro@unc.edu
Website: http://www.fpg.unc.edu/~nv

Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will develop, refine, demonstrate, and evaluate the Cultural and Linguistic Diversity Program (CLD), a model aimed at improving the quality of early intervention and preschool special education services offered to children (birth to 5) and their families who are from diverse cultural and linguistic backgrounds, with a special focus on Latino children and families.

Method: The project has four components: 1) development and refinement of the Cultural and Linguistic Diversity Curriculum; 2) training of early intervention providers; 3) technical assistance to program participants; and 4) development and dissemination of resource materials. A total of 120 program coordinators and service providers from North Carolina will participate in the CLD program. In addition, current state-wide early intervention and preschool technical assistance providers, constituting the project's "Leadership Technical Assistance Team," will receive training to develop, expand, and enhance their skills in providing ongoing technical assistance on cultural and linguistic diversity issues.

Products: The implementation of this model will build capacity and improve service provision to young children with disabilities by supporting program/agency administrators, program coordinators, and service providers in assessing the cultural and linguistic appropriateness of their policies and practices, and in developing, implementing, and evaluating strategies to meet the needs of all children and families they serve.

Grant Number: H324M010097

The Super Seniors Project: Transitioning Students with Disabilities into Full-Time Competitive Jobs That Meet Their Person-Centered Career Goals

Project Director: Nietupski, John A.
Grant Wood Area Education Agency
4401 Sixth St. SW
Cedar Rapids, IA 52404-4499
Voice: 319-399-6442; *Fax:* 319-399-6457
E-mail: Jnietupski@aea10.k12.ia.us

Beginning Date: 8/15/01
Ending Date: 8/14/05

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: The purpose of the Super Seniors project is to transition 60 students with disabilities from two rural and one urban school districts into full-time, competitive employment that matches their career goals. The goals of the project are the following: 1) assist high school seniors to develop specific career goals and action plans; 2) establish a model Super Seniors, 5th-year vocational preparation program resulting in full-time competitive employment matching student career goals; 3) develop a cadre of parents/consumers to serve as Person-Centered Career Planning facilitators and mentors; 4) foster replication through local, state, and national dissemination and technical assistance; 5) evaluate the program and modify procedures based on findings and Oversight Committee input; and 6)sustain the program with local resources.

Method: The project will enhance existing transition approaches through an innovative combination of strategies drawn from research and theoretical models, including: 1) senior-year Person-Centered Career Planning (PCCP) facilitated by professionals, parents, and consumers who have participated in successful PCCP, integrating the ChoiceMaker self-determination vocational curriculum into the process; 2) senior-year work experiences focused on the career goals generated through PCCP; and 3) a Super Senior, 5th year of community-intensive vocational training. Work experiences tied to the career plan of high school seniors with a wide range of disabling conditions will enable them to make informed career choices.

Products: The project will result in: 1) student-determined vocational visions and action plans for achieving those visions; 2) full-time competitive jobs matching career goals; 3) institutionalization of the program with local resources; and 4) replication within/beyond Iowa.

Grant Number: H324M010103

Social Security Transition Project

Project Director: Shelden, Debbie
University of Illinois - Urbana/Champaign
Transition Institute, 51 Gerty Dr.
Champaign, IL 61820
Voice: 217-333-2325; *Fax:* 217-244-0851
E-mail: chadsey@uiuc.edu
Website: http://www.ed.uiuc.edu/sped/grants/sstrans.html

Beginning Date: 10/01/01
Ending Date: 9/30/05

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: The purpose of the Social Security Transition Project is to develop a model of transition services that will facilitate smooth transitions from childhood to adult Supplemental Security Income (SSI) programs. Since the passage of the "Personal Responsibility and Work Opportunity Reconciliation Act of 1996," young adults with disabilities receiving SSI benefits have faced staggering rates of cessation of benefits at age 18. Because SSI is connected in various ways to Medicaid eligibility, the loss of benefits can have a significant impact on other post-school outcomes, including health, employment, independent living, and other outcomes linked to long-term supports. The Social Security Transition Project will develop, field-test, implement, and disseminate a collaborative model to assist students in making smooth and successful transitions to adult SSI.

Method: The project will develop strategies for: 1) conducting outreach and training for young adults with disabilities and their parents/guardians regarding SSI adult eligibility criteria and processes; 2) incorporating SSI eligibility and age 18 redetermination into the transition process; 3) aligning schools' assessments in community-based vocational experiences with the SSI age 18 redetermination process; and 4) developing a cohort of community members to serve as advocates to assist youth and their families in navigating the SSI age 18 redetermination process. The model will be developed with input from young adults with disabilities, their families, and teachers of transition-aged youth through focus groups, and with ongoing input through an advisory panel. Specifically, the project will assist 28 students plan for and complete the SSI age 18 redetermination process. The project will also conduct outreach and training activities for a minimum of 400 students and family members on the benefits of maintaining SSI eligibility, the differences between childhood and adult SSI eligibility requirements, the relationship of SSI to other long-term supports, and the age 18 redetermination process. An SSI transition planning process will be implemented in three districts and one cooperative. About 15 advocates will be recruited and trained to assist students and families with the age 18 redetermination process.

Products: The project will provide dissemination and replication assistance statewide, including technical assistance to a minimum of 12 organizations beyond demonstration sites. Throughout the project, the project staff will conduct an ongoing, extensive evaluation of project processes and outcomes to facilitate continued replication of the project beyond the funding period. The project will disseminate the model statewide and nationally through a project World Wide Web site, clearinghouses, and professional and advocacy organizations.

Grant Number: H324M010118

FAMILY LINKS: A Developmental Relationship-Focused Intervention for Children with Autism/PDD and Severe Behavior Disorders

Project Director: Mahoney, Gerald
Case Western Reserve University
Mandel School of Applied Social Sciences
10900 Euclid Ave.
Cleveland, OH 44106
Voice: 216-368-1824; *Fax:* 216-368-2295
E-mail: gjm14@po.cwru.edu

Beginning Date: 9/01/01
Ending Date: 8/31/03

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: Developmental relationship-focused intervention (DRF) is an increasingly popular alternative for addressing the needs of young children with severe social-behavioral disorders including autism/pervasive developmental disorder (PDD). This treatment approach is predicated on the belief that parents are children's primary teachers during early childhood. By helping parents become more responsive to their children, DRF addresses the socioemotional needs of children by improving the quality of the attachment relationship between parents and their children, increasing children's communication with their caregivers, and promoting children's motivation to socialize.

Method: This demonstration project will develop curriculum materials and training supports that are needed to address social and behavioral problems of children in early intervention (EI) and early childhood special education (ECSE). It will demonstrate this model with a sample of 45 children with severe behavior disorders and their parents in three sites. Services will begin in children's EI programs (12 months) and continue through their involvement in ECSE (12-30 months). This facet of the model is designed to demonstrate continuity in the philosophy and strategies these programs use to address social and behavioral problems throughout the early childhood years. The project will collect cost data on the implementation of this model to determine whether this approach might be a cost-effective alternative for addressing social behavioral problems, and it will evaluate the effects of DRF intervention on children's social, behavioral, communicative, and cognitive functioning at home and school as well as the impact of this model on parents and families.

Products: Materials and results from this model demonstration project will be disseminated through conference presentations, publications, a newsletter, and a World Wide Web site.

Grant Number: H324M010125

Teaching Orientation and Mobility Skills to Blind and Visually Impaired Children over the Internet

Project Director: Inman, Dean P.
Oregon Research Institute
1715 Franklin Blvd.
Eugene, OR 97403-9830
Voice: 541-484-2123; *Fax:* 541-484-1108
E-mail: deani@ori.org
Website: http://www.ori.org/%7Evr/projects/vrblind.html

Beginning Date: 10/01/01
Ending Date: 9/30/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will marry recent work which creates three-dimensional acoustical worlds in which blind children can learn to "see" with their ears and recent developments in networking educational programs for teaching orthopedically impaired children to drive motorized wheelchairs. Combining these two lines of work will address the growing problem of personnel shortages in the field of blind education, particularly as it pertains to Orientation and Mobility trainers.

Method: The goals of the project are to: 1) develop and implement training programs that will enable blind children to learn important Orientation and Mobility skills over the Internet; 2) develop an evaluation system, using multiple measures, that will determine effectiveness of the training program; and 3) make the program available to teachers and Orientation and Mobility training specialists throughout the country over the Internet.

Products: The project will work closely with the Oregon State Department of Education and the Oregon School for the Blind in creating and testing the virtual training scenarios. These programs will be exported to the Tennessee School for the Blind for beta testing. The project will then focus on disseminating the training materials over the Internet and evaluating their effectiveness quantitatively and qualitatively. During implementation, data will be collected on individual child-change, family satisfaction, and teacher assessment.

Grant Number: H324M010138

ACES: Access for Children to Early Services

Project Director: Squires, Jane; Bricker, Diane
University of Oregon
5219 University of Oregon
Eugene, OR 97403-2330
Voice: 541-346-0807; *Fax:* 541-346-5639
E-mail: jsquires@oregon.uoregon.edu
Website: http://eip.uoregon.edu/ACES/ACES.htm

Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: Finding and serving infants and preschool children with developmental needs is a national priority under IDEA. Identifying and intervening with children in their preschool years may improve developmental outcomes, support families, and save resources for school districts and society at large. In addition to identifying general developmental delays, there is a specific need to accurately identify and refer young children with social-emotional and behavior disabilities, to prevent later detrimental mental health, educational, and antisocial outcomes. The overall goal of the Access for Children to Early Services Model (ACES) is to improve community-based early identification systems for infants, toddlers, and preschool children who are at risk for social-emotional and behavioral disabilities.

Method: This project is a family-centered, low-cost, and effective early identification and referral model for young children with social-emotional and behavioral disabilities. The approach has appeal because it involves parents in the evaluation of their child's development and it provides an economical strategy for the early identification of social-emotional and behavior disabilities. Targeted objectives include: 1) refine and implement a collaborative, community-based, multi-agency early identification approach; 2) replicate and evaluate the model in ethnically diverse settings; 3) evaluate the cost, effectiveness, and satisfaction; and 4) replicate and disseminate the ACES model.

Products: Children and families will receive direct benefits through ongoing screening and timely referral to special education services to improve outcomes and prevent secondary delays.

Grant Number: H324M020007

Project EVOLVE: Expanding and Validating Options for Learning through Variations in Education — Support Strategies for Students with Disabilities in General Education Settings

Project Director: Giangreco, Michael
University of Vermont
Center on Disability & Comm. Inclusion
College of Education & Social Services, 101 Cherry St., Suite 450
Burlington, VT 05401-4439
Voice: 802-656-1144; *Fax:* 802-656-1357
E-mail: mgiangre@zoo.uvm.edu

Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This project will develop, implement, evaluate, and disseminate a replicable model for improving services to students with disabilities by expanding and validating service delivery options as alternatives to over-reliance on paraprofessionals. The project will describe existing under-utilized service delivery alternatives and create a planning process to assist schools in their efforts to adopt, adapt, and invent service delivery options to support students with disabilities in general education classrooms.

Method: The project will describe and disseminate information about under-utilized alternatives to existing strategies that represent the inappropriate use of paraprofessionals or over-reliance on them. It will consider such alternative strategies as resource reallocation, co-teaching, capacity building in general educators, dual certification, improvement of working conditions and review of paraprofessional roles, and peer-support strategies. The project will create a planning team to identify needs and challenges in a school, generate ideas designed to address the challenges, and develop a plan that specifies the operational details required to pursue the solutions.

Products: The project will develop and maintain a constant stream of data collection and analysis to refine the model and to disseminate findings. The model will contribute descriptive, practical, and evaluative information and strategies for school personnel, policymakers, parents, and self-advocates to use in tailoring supports and building capacity to educate students with disabilities in general education settings. The project's findings will be shared nationally and statewide through a coalition of advisory and dissemination partners.

Grant Number: H324M020044

Enhancing Agency Participation in Transition Planning and Service Delivery Using a Tri-Lateral Group Process Approach

Project Director: Flexer, Robert W.
Kent State University
Educational Foundations & Special Srvcs
P.O. Box 5190
Kent, OH 44242-0001
Voice: 330-672-0584; *Fax:* 330-672-2512
E-mail: rflexer@kent.edu

Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Debra Price-Ellingstad
Voice: 202-260-2121
E-mail: debra.price-ellingstad@ed.gov

Purpose: This project will promote and assess the impact of field-tested collaborative processes on the infusion of transition services into school curriculum and reform efforts.

Method: The model to be used is an adaptation of Oregon's Youth Transition Project. This project will be directed by Kent State University's Center for Innovation in Transition and Employment in collaboration with Akron Public Schools and the Greater Akron Chamber. It will use two high schools as pilots in an urban school system and compare student outcomes with two other non-participating high schools using a non-equivalent group quasi-experimental design. These comparative outcomes will be used for continuous program improvement and as evidence to support district and statewide implementation of the project. Project staff will provide technical support and critical friend approaches to help the participating schools conduct the following activities: 1) establish school-level collaboration to impact transition services offered within the general curriculum; 2) enhance employer collaboration to impact transition services offered within the community; 3) enhance interagency collaboration to impact transition services offered by agencies outside of the schools; and 4) measure the impact of collaboration on the outcomes of transition-age students with disabilities to promote continuous improvement.

Products: Project staff will develop print and electronic media on infusion of transition programs through school-level stakeholder teams, development of work-based learning through employer collaboration, and using interagency collaboration to develop seamless transition services for students with disabilities. Project findings will be disseminated through projects funded by the U.S. Department of Education's Office of Special Education and Rehabilitative Services, state offices of special education, Regional Resource Centers, national clearinghouses, publications, and state and national conferences.

Grant Number: H324M020065

Providing Effective Services to Infants and Toddlers with Autism and Related Disorders: Blending Approaches to Meet Individual Needs

Project Director: Schwartz, Ilene; Boulware, Gusty-Lee
University of Washington
Experimental Education Unit
Box 356925
Seattle, WA 98195-7925
Voice: 206-543-4011; *Fax:* 206-543-8480
E-mail: ilene@u.washington.edu

Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: This project is designed to meet the needs of infants and toddlers with autism by integrating best practices from early childhood special education, early childhood education, and applied behavior analysis. The model will be based on an existing program for preschoolers with autism at the University of Washington (Project DATA).

Method: The core activity of the project is implementation of an existing high-quality early intervention program that will be supplemented by extended instructional time, technical and social support for families, collaboration and coordination across services, and transition support for the children.

Products: The model will serve 12 children/families each year through direct services and many more children, families, and practitioners through a major dissemination component. Monthly autism awareness workshops for parents and early childhood providers will be conducted in the community. The project will develop one-page information briefs describing current findings and conduct trainings based on the model for early childhood providers. Approximately 300 people will participate each year in at least one of four trainings and many more will be able to access project information through the project's Web site.

Grant Number: H324M020067

Beyond Access

Project Director: Jorgensen, Cheryl
University of New Hampshire
Institute on Disability
51 College Road, 107 Service Bldg.
Durham, NH 03824
Voice: 603-862-4678; *Fax:* 603-862-0555
E-mail: cherylj@cisunix.unh.edu

Beginning Date: 7/01/02
Ending Date: 6/30/06

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project will design, demonstrate, evaluate, and disseminate a comprehensive model that links planning of students' instructional supports with professional development to improve team functioning. The model comprises four dynamic, recursive phases: a baseline assessment of student learning and communication skills, supports, school and classroom contexts, and team effectiveness; student support plans and team member professional development; patterns of student and team performance; and review of performance data and recommended changes in student and team support plans.

Method: The model will encourage full-time membership and participation by students with the most significant disabilities in the general education classroom, merge instructional planning and curriculum modification with augmentative communication supports, link professional development and accountability to student performance; and focus on building team collaboration and problem-solving skills as an integral part of the educational planning process.

Products: The model will be tested and replicated in three schools, grades K-12, with 15 students who experience the most significant disabilities. Dissemination of project materials and results will be directed to individuals with disabilities, parents, educators, professional preparation and research institutions, professional organizations, general and special education clearinghouses, and policy makers.

Grant Number: H324M020068

A Model System for Early Prevention of Reading and Behavioral Failure

Project Director: Scott, Terrance M.; Lane, Holly
University of Florida
College of Education
Dept. of Special Education, PO Box 117050
Gainesville, FL 32611-7050
Voice: 352-392-0701; *Fax:* 352-392-2655
E-mail: tscott@coe.ufl.edu

Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project will develop a model that uses multiple school-wide prevention exemplars from which to empirically demonstrate and create awareness of prevention and early intervention strategies for early reading and behavioral failure. The project will focus on programs and outcomes that have been demonstrated to be effective at both preventing the types of failures that ultimately warrant services under IDEA and improving effective collaborative programs for students who are served under IDEA.

Method: The project will be directed from the Department of Special Education at the University of Florida, in conjunction with the Alachua County Schools. Three model sites will be developed and implemented to demonstrate and monitor the effects of a three-tiered program of prevention. First, all schools will be helped to develop school-wide strategies of effective instruction for reading and behavior, designed to provide a comprehensive foundation for success. For students who continue to fail despite school-wide efforts, a second level of more intensive small group programs will be developed, with a third level of highly individualized and intensive supports available to students with the most chronic of reading and behavioral failures.

Products: This project will develop a knowledge base and understanding of how established prevention programs in reading and behavior can be effectively combined and sustained in the public school system during the elementary years. Procedures, products, and outcomes of the model will be disseminated across a variety of interest groups via a wide range of venues. Project school sites will be available for visitation and will be prepared to describe the prevention systems developed through this project. Additionally, conference presentations and articles in professional journals will widen the dissemination and will impact prevention and effective practice for at-risk and IDEA-eligible students. The continuing refinement of training processes and materials necessary to replicate model schools will result in validated implementation process materials that can be disseminated via professional training presentations, writing, and the World Wide Web.

Grant Number: H324M020072

Strategic Advantage: Ensuring the Success of Ninth Graders with Disabilities through Intensive Instruction

Project Director: Bulgren, Janis
University of Kansas - Lawrence
Center for Research and Learning
521 Pearson Hall
Lawrence, KS 66045
Voice: 785-864-4780; *Fax:* 785-864-5728
E-mail: jbulgren@ukans.edu

Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: This project is a collaborative effort between the University of Kansas and the Topeka, Kansas, School District to intervene in and support ninth-grade students with disabilities in order to help them successfully complete their education programs. A comprehensive model for at-risk students will be developed and implemented to support those students most likely to fail or drop out of school.

Method: The project model will offer support for classroom teachers of core curriculum classes to identify the most pressing instructional problems they are facing and to teach them appropriate research-validated instruction procedures through the collection of student progress data and modification of student programs to ensure optimal student growth. The model will provide support for students who need further help in the form of strategic tutoring activities, self-advocacy instruction, counseling, and parental involvement.

Products: At the end of the project, a package of instructional procedures will exist that can be accessed nationwide by individuals interested in learning about support for students with disabilities who are at risk for school failure in the ninth grade, a critical juncture in their educational experience.

Grant Number: H324M020074

Teaching Blind Children to Cross Streets in Virtual Reality

Project Director: Inman, Dean P.
Oregon Research Institute
1715 Franklin Blvd.
Eugene, OR 97403-1983
Voice: 541-484-2123; *Fax:* 541-484-1108
E-mail: deani@ori.org

Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: Acoustic virtual training (AVT) adds new perceptual and interactive dimensions to simulation for learning. AVT technology facilitates the creation of responsible environments that react, in real time, to decisions made by the learner. Using AVT technology, this project will create a series of four virtual street-crossing scenarios that are graduated in terms of complexity and difficulty. These AVT simulations will be used to train students with visual impairments and blindness to independently cross streets under a variety of conditions.

Method: The four scenarios will include: 1) a single lane of traffic on a dirt, gravel, or paved street; 2) a two-lane road with designated crosswalk; 3) an intersection with stop signs at each of the four corners; and 4) an intersection controlled with stop lights and a push-button-operated crosswalk sign. These scenarios can be simulated as dry weather, light rain, heavy rain, or snow conditions, depending on the skill level and need of each student. Emerging evidence indicates that students using computer simulation are more active participants in responsive environments in which they become engaged in full body-minded kinesthetic learning. Such learning combines cognitive, affective, and psychomotor skills as the student pursues his or her own learning strategies. During the first year, the project will work closely with the Oregon State Department of Education and the Oregon School for the Blind to create and test the training materials using children who are totally or nearly totally blind. During the second year, the program will be exported to the Tennessee School for the Blind.

Products: This project will result in an easy-to-use, sophisticated system for training students who are blind or visually impaired to safely cross streets. The model will be disseminated by making it available to teachers and Orientation and Mobility training specialists over the Internet.

Grant Number: H324M020077

The ACSESS Project: Adapted Collaborative Strategies for Evaluating Students' Strengths

Project Director: Warschausky, Seth
University of Michigan
1500 E. Medical Center Dr.
Dept. of Physical Medicine and Rehab
Ann Arbor, MI 48109-0050
Voice: 734-647-5195; *Fax:* 734-615-0095
E-mail: sethaw@umich.edu

Beginning Date: 9/01/02
Ending Date: 8/30/06

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: Information provided through traditional standardized psychometric testing often is inadequate for planning and assessing inclusive education for children with severe physical, communicative, and/or sensory disabilities. To address these inadequacies, the University of Michigan, Washtenaw Intermediate School District, Western Michigan University, and the United Cerebral Palsy Association of Michigan will collaboratively develop, implement, evaluate, and disseminate adapted cognitive assessment protocols and procedures.

Method: Focused on facilitating full participation in the general education curriculum and transition planning activities, the ACSESS project will use optimal sensory and response modalities and assessment techniques to provide more accurate and comprehensive information regarding these students' capabilities and educational needs. This model will combine best practices in promoting self-determination of students with disabilities by including the student and parents in collaborative assessment procedures and decision making with rehabilitation engineers, psychologists, educators, and physicians. Each phase of the project also involves essential collaboration between special educators and other project staff. During project year 1, project personnel will conduct a comprehensive evaluation of current practices in, and desired information from, school-based psychometric evaluations of children who need adapted assessments. ACSESS procedures and techniques, including decision tree models, will then be developed, implemented, and evaluated.

Products: In addition to implementation and evaluation of the model, the project will develop instructional and training components that translate ACSESS findings into school, community, and relevant agency-based modifications, accommodations, and assistance that will facilitate maximum student participation and achievement in school and community settings. As phases of model development and implementation are refined, project materials will be evaluated by key consumer groups and disseminated nationally.

Grant Number: H324M020083

Safe Life: A Personal Safety, Abuse Prevention, and Reporting Training for Students with Developmental Disabilities

Project Director: Whaley, Susan
Sacramento City Unified School District
520 Capitol Mall
Box 43
Sacramento, CA 95814
Voice: 916-442-0222; *Fax:* 916-442-4847
E-mail: staceyah@jps.net

Beginning Date: 9/01/02
Ending Date: 9/30/06

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: In order to reduce the risk of victimization and re-victimization of students with developmental disabilities, this project will develop and implement personal safety, abuse prevention, and reporting training programs in schools. The model will teach skills to students and increase skills in educators and families of students with developmental disabilities in identifying and reporting suspected abuse.

Method: The project will develop and disseminate information through newsletters and workshops regarding the high rate of victimization of persons with disabilities, create and support age-appropriate curricula and educational products, provide students with lessons on personal safety and abuse prevention, give them the opportunity to practice these skills in their daily environments, and, finally, provide training and workshops to educators and families to teach skills in identifying and reporting suspected abuse.

Products: The project will provide 184 students and their families and 16 educators with increased knowledge and awareness of the high rate of victimization of persons with disabilities. It will develop and disseminate age-appropriate curricula and educational products for students with developmental disabilities and workshops for educators and parents to teach personal safety, abuse prevention, and reporting skills.

Grant Number: H324M020084

Scaffolding Emergent Literacy: Supporting the Early Literacy Development of Young Children with Disabilities in Natural Environments

Project Director: Notari-Syverson, Angela
Washington Research Institute
150 Nickerson St., Suite 305
Seattle, WA 98109
Voice: 206-285-9317; *Fax:* 206-285-1523
E-mail: anotari@wri-edu.org

Beginning Date: 11/01/02
Ending Date: 10/31/06

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: This project will develop, implement, evaluate, and disseminate a comprehensive model to support the early literacy development of young children with disabilities in the home, childcare, and inclusive early education programs. The project will provide early childhood special education (ECSE) staff with an empirically validated model for assisting families and community-based childcare providers in improving the early literacy outcomes of young children with disabilities, ages birth to five years or 0 - 5, or 0 - 3 and preschooler.

Method: The project will develop, field test, and evaluate methods and materials for ECSE staff to use with parents in order to increase family involvement in the early literacy development of their young children with disabilities. It will also develop materials for ECSE itinerant staff to use with early education teachers and childcare providers serving young children with disabilities in community-based programs in order to enhance their ability to facilitate emergent literacy development. It will develop guidelines for staff that will enhance the ability to communicate effectively with families, particularly those with diverse cultural and linguistic backgrounds, and it will develop materials for families, early childhood educators, and childcare providers that will increase their knowledge of special education terminology and their participation in special education procedures for preschool children.

Products: The project will strengthen the collaboration and continuity between preschool, home, and community childcare environments. The model will use a combination of formats, materials, and media, including print, video, and electronic, to address the needs of families and staff with low literacy skills in English. A manual for ECSE staff and a family support guide for parents will be developed and will help support replication of the model.

Grant Number: H324M020086

REACH for READING: Combining Access and Remediation for Struggling Adolescent Readers

Project Director: Hindin, Alisa
Education Development Center, Inc.
Center for Family, School, and Community
55 Chapel St.
Newton, MA 02458-1060
Voice: 617-969-7100; *Fax:* 617-969-3440
E-mail: ahindin@edc.org

Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project will link an accessible literacy approach, which combines a rigorous language arts curriculum with remediation in reading skills, to four evidence-based reading interventions: diagnostic reading assessment; direct instruction in decoding, vocabulary, and comprehension skills and strategies; reading practice; and coordinated teacher planning and instruction. Students will participate in supported literacy in the middle-school language arts classroom and differentiated reading instruction in the reading classroom.

Method: The project will partner with an urban middle school that has been using supported literacy units over the past two years and is poised to add an intensive reading intervention component. The school is organized into interdisciplinary teams that include a special education teacher and a reading teacher who teaches in an inclusive setting. A cohort longitudinal evaluation design will allow the project to follow several cohorts of students for up to two years to gather multiple assessments of students' reading and illuminate the reading development process of students with varied patterns of reading difficulty.

Products: A number of products will be developed to inform practitioners about the model and guide them in carrying it out in their own teams and schools: direct instruction lessons, assessment tools and procedures, videoclips of differentiated reading instruction and home reading practice, and Web-based events. The networks that have been developed by the project will be used to disseminate the model to middle schools around the country.

Grant Number: H324M020115

Project REC Model and Transition: REC (Recreation and Education in the Community) Model Demonstration

Project Director: Hart, Debra
University of Massachusetts - Boston
Institute for Community Inclusion
100 Morrissey Blvd.
Boston, MA 02115
Voice: 617-287-4341
E-mail: debra.hart@umb.edu

Beginning Date: 10/16/02
Ending Date: 9/30/03

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: Project REC (Recreation and Education in the Community) at the Institute for Community Inclusion (ICI) at Boston Children's Hospital and the Federation for Children with Special Needs have realized the need to develop a support network of trained professionals and community members who are able to promote the successful transition of youth with disabilities from school to adult life where social well-being and recreation are concerned.

Method: This project will develop the capacity of five Massachusetts school districts to adopt and demonstrate the REC Model with transition-aged students and it will assist 150 students (ages 14-22), from a wide range of cultures and disabilities, to identify and pursue social, recreation, and leadership roles that are available to the general population. The project will train a minimum of 500 parents (emphasizing outreach to parents of diverse cultures), 100 students without disabilities, and 100 recreation and education professionals (e.g., community college personnel) on incorporating recreation social issues into transitional planning. The project will also collaborate with the Department of Education and the Massachusetts Partnership for Transition Coordinating Council to ensure that recreation and social issues are included in all statewide efforts on a policy and local level.

Products: Products will include Internet resources, self-instructed materials, and a CD ROM and will provide information on changing recreation and social needs of all students moving from school to adult life, including the "how-to's" of including recreation in transitional planning with an emphasis on student choice, self-determination, friendship building, and leadership skills. The project will disseminate model materials nationally via the ICI World Wide Web site and University Affiliated Program networks, mailings, newsletters, and professional organizations.

Grant Number: H324M020132

Career Connections

Project Director: Lindstrom, Lauren; Doren, Bonnie
University of Oregon
Inst. for the Dev. of Educ. Achievement
5260 University of Oregon
Eugene, OR 97403-5260
Voice: 541-346-1399; *Fax:* 541-346-1411
E-mail: lindstrm@oregon.uoregon.edu

Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: This project intends to improve post-high-school employment outcomes and to increase career options for young women with disabilities, by developing a career preparation model with input from young women with disabilities, parents, teachers, and other community stakeholders.

Method: Over the four years of the grant, 140 young women with disabilities from six high schools served by the Lane Education Service District will participate in the project and receive direct services, including: specialized career seminars to build self-determination and self-advocacy skills and increase informed choices about occupations; assistance to access career-related learning opportunities offered through the high-school general-education curriculum; and connections to employment and post-secondary training opportunities. The model will contain opportunities for ongoing communication and collaboration with teachers, school administrators, and other key personnel to sustain project materials and procedures using local resources. To increase and sustain parental involvement, parents of young women with disabilities will attend training sessions at local high schools and will participate in program evaluation efforts.

Products: Specialized curriculum, training materials, and procedural manuals will be developed and disseminated. Specifically, the project will develop: 1) a curriculum guide for teaching career exploration and self-determination skills to young women with disabilities; 2) training materials targeting gender equity and career development topics for teachers, parents, and other school staff; and 3) a procedures manual describing strategies for helping young women access career-related learning and enter employment or post-school training programs.

Grant Number: H324M020140

Linkages to Employment

Project Director: Condon, Ellen
University of Montana
Rural Institute
52 Corbin Hall
Missoula, MT 59812-7056
Voice: 406-243-4134; *Fax:* 406-243-2349
E-mail: condon@selway.umt.edu

Beginning Date: 7/01/02
Ending Date: 6/30/06

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This project intends to increase the number of students with significant disabilities graduating into paid employment by creating an innovative model of transition planning which promotes individualized career development and maximizes the use of consumer-controlled resources that span the gap between school and adult supports.

Method: The model developed by this project will access local workforce investment resources to support transition to employment activities, promote the use of Social Security Work Incentives for transition and employment supports for students, use individually driven employment strategies to guide career planning, develop self-employment opportunities as well as supported employment options, and create consumer-controlled resources such as Workforce Individual Training Accounts and Social Security Work Incentives.

Products: The model will be developed and implemented in six Montana communities over the course of the four-year project, supporting career development and employment for at least 30 students. Capacity of schools and community partners will be enhanced through training opportunities, on-site guided participation in implementation of model components, supported independent implementation, and assistance in developing systems necessary to support the ongoing implementation of model strategies. Products to be developed include: 1) four annual monographs detailing case studies on transition planning; 2) a self-directed training curriculum available on CD-ROM to promote model replication; 3) five fact sheets for schools, parents, and agencies; 4) sample interagency agreements; 5) IEP guidelines and sample transition plans; 6) a project Website, and 7) an electronic discussion group.

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INITIAL CAREER AWARDS

Grant Number: H324N000003

Development and Validation of Indicators of Functional Movement Skill for Infants and Young Children with Disabilities

Project Director: Leitschuh, Carol
University of Minnesota
222A Cooke Hall
1900 University Ave. SE
Minneapolis, MN 55455
Voice: 612-625-9579; *Fax:* 612-626-7700
E-mail: leitschu@umn.edu

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will design and validate individual growth and development indicators (IGDIs) for functional movement skill in young children with disabilities and those at risk for developmental delay. These IGDIs serve two important functions: 1) to monitor children's growth in movement skill so that children with delays in development will be identified quickly and easily by practitioners and caregivers who do not have extensive motor expertise; and 2) to monitor growth in movement skill when children are receiving specific movement-related interventions.

Method: This project is based on the premise that optimal outcomes related to the movement development of a young child are more accurately administered when information on growth is obtained frequently, assessments are conducted in the natural environment, and when intervention strategies are facilitated in a timely manner. The importance of functional movement skill to later development and inclusion in home and community underscores the importance of early monitoring and identification of children who are not growing in functional movement skill and thus in need of assistance. In this project, functional motor "growth indicators" for infants and young children will be developed. The extent to which these tools are a valid and reliable measure, sensitive to growth over time and to intervention, will be analyzed longitudinally.

Products: Benefits of this project will include synthesis of the current knowledge base in movement skill; development and validation of the movement IGDIs; and a broad dissemination of results to care providers, practitioners, and researchers.

Grant Number: H324N000004

Evaluating School Environments and Participation of Students with Disabilities

Project Director: McMillen, Janey Sturtz
University of North Carolina - Chapel Hill
Frank Porter Graham Child Dev Ctr
CB#8185
Chapel Hill, NC 275998185
Voice: 919-966-7826; *Fax:* 919-966-0862
E-mail: janey_mcmillen@unc.edu
Website: http://www.fpg.unc.edu/activities/Projectsdatabase/a_Detail.cfm?ID=253

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This study will examine the role of personal and environmental factors in the participation of students with disabilities in traditional and nontraditional school-related activities.

Method: The participants for the study will be drawn from a random national sample of special and regular education teachers, and survey data will be collected to address three primary research questions: 1) What are the environmental facilitators and barriers to full participation in school activities (including nontraditional curricular areas and extracurricular activities) for students with disabilities?; 2) To what extent do students with disabilities participate in school activities compared to students without disabilities?; and 3) To what extent do severity of disability and various characteristics of the school environment combine to determine the level of participation in school activities for students with disabilities? In the first stage of the project, the sample will consist of approximately 300 randomly sampled special education teachers from across the country. The sample for the second stage of the project will consist of approximately 1,000 randomly sampled middle and high school teachers and 1,000 randomly sampled middle and high school special education teachers from across the country. The three rounds of surveys will ask participants to give their opinions regarding aspects of the school environment (e.g., class size, accessibility of school campus) which they feel promote or hinder the full inclusion of students with disabilities in the complete range of school activities available to all students.

Products: The results of the study will provide much-needed information about the extent to which students with disabilities are able to participate fully in the school experience and the factors that facilitate or hinder that participation.

Grant Number: H324N000022

Project Early Literacy: School Engagement: Check & Connect for K-2 Children with Learning Disabilities in Reading

Project Director: O'Shaughnessy, Tam
Georgia State University
College of Education
Dept of Counseling & Psychological Services
Atlanta, GA 303033083
Voice: 404-651-2544; *Fax:* 404-651-1160
E-mail: cpsteo@langate.gsu.edu

Beginning Date: 6/01/00
Ending Date: 5/31/03

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project evaluates the effectiveness of preventive intervention for young children identified as at risk for reading disabilities. The intervention, "Check & Connect for K-2 Children," includes a universal screening procedure to identify kindergarten children showing the early signs of reading disabilities. Once children are identified, this project will systematically: 1) monitor alterable risk factors, 2) maintain children's engagement in school and learning, and 3) assess growth in early literacy skills on a regular basis to inform instruction. The goal of Check & Connect for K-2 Children is to provide a proactive system of progress monitoring (Check) and timely intervention (Connect) to prevent the occurrence of reading disabilities in some children and lessen the severity of reading disabilities in other children.

Method: This project is a university-school-home collaboration, which increases the likelihood that the project will be sustained after the three-year period. The project will evaluate the impact of Check & Connect for K-2 Children with four urban elementary schools using a longitudinal design. This design allows for both within and between group analyses. Qualitative analyses will allow for description of the perceptions of teachers, children, and parents, as well as the ability of regular and special education teachers to sustain the preventive program.

Products: This project will positively impact children with learning disabilities who will participate in the study, their parents who will help design the project and evaluate its effectiveness, and their teachers who will help plan, implement, and evaluate the project. The project will have widespread impact and its findings will be disseminated through the cooperating school district, undergraduate and graduate education, the academic and research community, and the Georgia Department of Education's Division of Exceptional Children.

Grant Number: H324N000027

Assessment of Limited English Speakers with Learning Disabilities

Project Director: Barrera, Manuel T.
University of Minnesota
1211 Ordean Ct., 120 Montague Hall
Duluth, MN 55812
Voice: 218-726-6899; *Fax:* 218-726-7008
E-mail: mbarrera@d.umn.edu

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project will identify appropriate and legally defensible assessments of limited English speakers with learning disabilities at the secondary level.

Method: Over a three-year period, an array of authentic reading and written-language work samples using curriculum-based measurement and dynamic assessment techniques will be collected from three types of Spanish-speaking students—bilingual students, limited English speakers in special education (identified with learning disabilities), and limited English speakers outside of special education. A range of classroom educators and specialists (general, special, and bilingual educators and school psychologists) will assess this work, and reliability and validity estimates will be determined.

Products: This process will be used to examine whether curriculum-based measures can differentiate between the work of students with limited English proficiency with true learning disabilities and that of their limited English-speaking peers without disabilities.

Grant Number: H324N010005

Trekking the Web: Internet Inquiry in a Supported Environment for Students with Learning Disabilities

Project Director: Eagleton, Maya
CAST, Inc.
39 Cross St.
Peabody, MA 01960-6280
Voice: 520-729-4741
E-mail: meagleton@cast.org
Website: http://www.cast.org/udl/index.cfm?i=2619

Beginning Date: 5/01/01
Ending Date: 4/30/04

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: This 3-year qualitative study seeks to better understand the Internet inquiry processes of middle-school students with and without learning disabilities (LD) and will contribute to the development of software tools and instructional strategies to support students' learning.

Method: Students will use "eTrekker," a supportive software tool developed by CAST, to conduct a series of Internet inquiry projects in middle-school inclusion classrooms. "eTrekker" guides students through the inquiry process, by providing supports for planning a project, generating research questions, selecting key search terms, organizing information, evaluating sites, and taking notes on relevant information. Researchers will develop case studies on 15 students with and without LD, based on in-depth participant observation and field notes, semi-structured interviews with students and teachers, student assessments, Internet audit trail data, and student inquiry projects, which will be analyzed by the research team using the constant-comparative method.

Products: Outcomes will include: 1) a conceptual framework and illustrative case studies on Internet inquiry by middle-school students with and without LD, 2) an Internet Inquiry toolkit for teachers that will provide instructional strategies and teaching ideas to support middle-school students in becoming more successful at using the Internet as a meaningful learning tool, and 3) design recommendations for Web content and tool developers to make online materials that are more accessible and that provide learning supports to students with LD.

Grant Number: H324N010010

Adult Facilitation of Social Integration of Children with Congenital and Acquired Brain Dysfunction

Project Director: Dixon, Pamela; Warschausky, Seth
University of Michigan
Dept. of Physical Medicine & Rehab
D4100 Medical Professional Bldg., 1500 East Medical Center Dr.
Ann Arbor, MI 48109-0718
Voice: 734-936-7052; *Fax:* 734-936-7048
E-mail: pamdixon@umich.edu; sethaw@umich.edu

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: The hypothesis of this study is that methods of social facilitation by parents and teachers will predict social integration and quality of life of children with congenital or acquired brain dysfunction, controlling for specific child characteristics. The specific aims of the study are to: 1) identify direct and indirect parent and teacher activities (i.e., advocacy and direct facilitation of peer interactions; aspects of parenting style and family functioning) that assist children's social inclusion in the school setting, and 2) examine the relationship between social integration and quality of life.

Method: The study will identify parent and teacher activities that assist the child's social inclusion and integration in the school setting. Participants will include 80 children in elementary school (ages 5-12) with congenital (N=40) or acquired (n=40) brain dysfunction and their parents/guardians. The study will used a mixed multifactor design. Direct and indirect influences will be assessed with the Parenting Dimensions Inventory, Family Assessment Device, and Direct Methods Questionnaires for parents and teachers. Social integration will be assessed with the Friendship Contact Checklist, Peer Social Network Diagram, and teacher ratings of social functioning in the classroom. Subjective and health-related aspects of quality of life will also be assessed, and a brief neuropsychological evaluation will be performed to assess variables associated with social problem solving, including level of intellect, attentional and executive functions, visual perception, and memory.

Products: The findings will result in specific empirically informed guidelines for parenting, teaching, and advocacy efforts to facilitate school and community-based social integration of children with disabilities. Findings will be disseminated via news releases to consumer-oriented organizations, publication of articles in peer-reviewed scientific journals, and presentations at national conferences of professional groups.

Grant Number: H324N010012

Fostering Futures Research Project: Understanding the Educational Experiences and Outcomes for Youth with Disabilities in Foster Care

Project Director: Geenen, Sarah; Powers, Laurie
Oregon Health & Science University
Child Dev. & Rehab. Center
Center on Self-Determination, 3608 S.E. Powell Blvd.
Portland, OR 97212
Voice: 503-232-9154; *Fax:* 503-232-6423
E-mail: geenens@ohsu.edu

Beginning Date: 6/01/01
Ending Date: 5/31/04

OSEP Contact: Debra Price-Ellingstad
Voice: 202-260-2121
E-mail: debra.price-ellingstad@ed.gov

Purpose: This research project will investigate the educational experiences and outcomes of high school youth with disabilities in foster care, to determine whether foster care youth with disabilities are at significant risk for poor transition planning and educational achievement as a result of their personal histories and negative feedback from their environment about their disability and foster care status.

Method: The project is a collaboration among the Center on Self-Determination, the Portland Public Schools, and social service agencies in Portland, Oregon. Year 1 will involve the collection of extant achievement and outcomes data for foster care youth who experience disabilities. To serve as comparison groups, information will also be collected on youth who are involved in only foster care and only special education. Data will be collected on a total of 300 randomly selected youth (100 in each group). Year 2 will evaluate the transition component of individualized education programs for foster care youth in special education. Specifically, the transition plans of 100 youth in both foster care and special education will be compared with the transition plans of 100 youth in special education only, to assess whether compliance with the mandates of IDEA and reflections of best practice vary for youth in foster care. Year 3 will be a qualitative investigation of the educational experiences and barriers that youth encounter, and the identification of strategies to promote their school success. To accomplish this, focus groups will be held with foster care youth with disabilities, child welfare professionals, professionals in special education, and foster parents.

Products: Findings from the research, along with a best practices guide, will be comprehensively disseminated to regional and national audiences. The project will conduct at least four workshops with child welfare and special education professionals on how to support the educational needs of foster care youth with disabilities; present findings at a minimum of five regional and national conferences; disseminate user-friendly briefs for educators, child welfare professionals, and foster parents; disseminate the best practices guide and checklist to educators, child welfare professionals, and foster parents; disseminate project findings through national newsletters for special educators, child welfare professionals, and youth; send updates to national computer databases and bulletin boards; disseminate findings and products through the World Wide Web; submit at least three articles describing the project findings to refereed journals; and submit materials to educational clearinghouses.

Grant Number: H324N010018

Ecological Support for Young Children with Challenging Behavior, Their Peers, and Teachers

Project Director: Buschbacher, Pamelazita
University of South Florida
Louis de la Parte Florida Mental Health Inst
13301 Bruce B. Downs Blvd., MHC 2113A
Tampa, FL 33620-8990
Voice: 813-974-8561; *Fax:* 813-974-6115
E-mail: buschbac@fmhi.usf.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This study will examine the roles that children with problem behavior play in the peer culture of an inclusive early childhood program, and will develop a model of intervention grounded in the research of positive behavioral support, person-centered planning, and naturalistic social-communication instruction.

Method: The first phase of the study will describe the social-communicative role of the child with challenging behavior in peer dyads, his peer culture, and his classroom culture in three early childhood classrooms. Qualitative data will include field notes of observations, open-ended interviews, and documents collected and analyzed within an ecological systems study. The second phase of the study will include implementation of a practical model of intervention grounded in positive behavioral support, person-centered planning, and naturalistic communication-based instruction. The intervention phase will successively involve two early childhood classrooms. A component of the intervention phase will involve participatory action research methodology in which the classroom teachers will share in research decision making. Data management will include qualititative and quantitative measurement.

Products: The findings will provide a practical model of intervention for young children with problem behavior. Results will be disseminated widely through conference presentations; peer-reviewed publications; consumer-oriented articles for teachers and parents; and consumer presentations for teachers, parents, and young children.

Grant Number: H324N010028

Increasing the Long Term Sustainability of FBA-Based Interventions through Systematic and Sequential Analysis of Context

Project Director: Smith, Benjamin W.
University of Texas - Austin
College of Education
Dept. of Special Education, Campus Mail Code D5300
Austin, TX 78712
Voice: 512-471-4161; *Fax:* 512-471-4061
E-mail: ben.smith@mail.utexas.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: This project will extend current functional behavioral assessment (FBA) procedures by examining how sequential analysis procedures can be used to: 1) document, quantify, and suggest interventions to alter problem behavior chains of interaction (e.g., escalation patterns between students and between students and educators), and 2) strengthen the FBA-based behavior support planning process by suggesting intervention components that specifically address the maintenance and generalization of skills. Through identification of and intervention on problem behavior chains, the effectiveness of FBA-based behavior support plans (BSPs) will be increased.

Method: Seventeen students with significant problem behavior will participate at three different grade levels: lower elementary (grades 1-3), upper elementary (grades 4-6), and middle school (grades 7-8). Students' behavioral records will be reviewed to develop preliminary hypothesis statements regarding the function of specific problem behaviors. Hypothesis statements will be confirmed experimentally through alternating treatments between presentation of activities identified as problematic and activities with low probability for problem behaviors. BSP interventions will be designed to reduce problem behavior while increasing prosocial behaviors. The effectiveness of the interventions in the BSP will be assessed using experimental single subject research designs, and the impact of the BSPs will be assessed for the duration of the study.

Products: This project will document and quantify how behavior interaction processes (e.g., reciprocity, entrapment, coercion theory) operate and influence problem behavior in schools. It will develop a manual for educators to increase their awareness, their ability to assess and intervene on problem behavior chains, and their efficient use of the FBA process to design effective interventions that have sustainable results.

Grant Number: H324N010029

A Functional Analytic Examination of Problem Behavior and Reading Difficulties in Young Children

Project Director: Hagan-Burke, Shanna
University of Georgia
College of Education, Special Ed. Dept.
621 Boyd Graduate Studies Research
Athens, GA 30602
Voice: 706-583-8090
E-mail: sburke@coe.uga.edu

Beginning Date: 9/01/01
Ending Date: 8/31/03

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This research will 1) describe and confirm the relationship between early reading failure and the acquisition and maintenance of problem behaviors in elementary students at risk of developing emotional and behavior disorders (EBD) and 2) investigate the use of functional behavior assessment (FBA) to develop behavioral intervention plans (BIP) for students at risk for severe reading and behavior difficulties.

Method: The project will follow recommendations from bodies of literature on reading difficulties and the development of problem behaviors. Screening for reading and behavioral difficulties will be conducted across all first and third graders in a selected elementary school. These screening data will be used to identify students who may be at heightened risk for early reading failure as well as behavioral difficulties in school. Students identified at risk will be further studied using FBA. In year one, eight students (four from each grade) who, based on an experimentally controlled functional analysis, exhibit escape-motivated problem behaviors will be chosen for in-depth longitudinal behavior intervention planning and subsequent monitoring. Their behavior support plans will focus heavily on individualized academic interventions to accompany behavioral interventions. The eight students' reading and behavioral performance will be compared with matched control students who receive more traditional interventions from the school. At the beginning of each of the project's three years, the original grade levels of students will be screened and eight additional students will be identified for FBA-based academic and behavior intervention plans.

Products: Outcomes from this study will improve tools for early screening, early intervention, and effective programming for students who have both reading and social behavior deficits.

Grant Number: H324N020015

Promoting Generalized Social Communication Outcomes for Children with Autism: Effects of a Multi-Component Intervention in Inclusive School and Home Settings

Project Director: Thiemann, Kathy
University of Kansas - Lawrence
Center for Research, Inc.
Youngberg Hall, 2385 Irving Hill Road
Lawrence, KS 66045-7563
Voice: 913-321-3143; *Fax:* 913-371-8522
E-mail: thiemann@ku.edu
Website: http://www.jgcp.ku.edu/Grants/Promoting%20Generalized.htm

Beginning Date: 8/15/02
Ending Date: 8/14/05

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: By combining recent research on effective strategies to enhance social communicative skills and research on increasing child-peer interactions across multiple settings, the aim of this three-year project is to develop, examine, and disseminate a multi-component social intervention to promote generalization of social communication across school and home settings.

Method: The project will use a multiple baseline design across participants to investigate the effectiveness of a sustained, multi-component intervention on specific social communicative skills of elementary students with autism as they interact with peers. A reversal design will be used to assess and monitor intervention components that promote generalization. In Years 1, 2, and 3, three cohorts of five elementary students with autism (N=15) and 8 peers without disabilities (N=40/year) from each focus child's regular education class will participate in teacher-directed social activities across the school day. Classroom teachers, paraprofessionals, or other school staff will have direct input and receive training on implementing and monitoring the intervention. In Years 1 and 2, two of five families in each cohort will be invited to participate in a home-based, parent-directed social intervention. In Year 3, knowledge gained in Years 1 and 2 on effective practices to enhance communication and generalization will be integrated into a model program, and provided to children in cohort 3 and their families.

Products: Seminars will be provided on effective treatment and generalization strategies for children with autism to local schools, parent support groups, and organizations serving individuals with disabilities. Presentations will be conducted at two state and national conferences each year. The project will also prepare and submit research reports and articles to peer-reviewed professional journals.

Grant Number: H324N020018

Students with Disabilities and Limited English Proficiency: Connecting Informed Parent Decision-Making to Large-Scale Assessment Results

Project Director: Minnema, Jane
University of Minnesota
350 Elliott Hall, 75 E. River Rd.
Minneapolis, MN 55455-0223
Voice: 612-626-7233; *Fax:* 612-624-0879
E-mail: minne006@tc.umn.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: With the increased use of large-scale assessments and the expansion of accountability systems, state and school personnel have had to decide how to include all students in accord with the 1997 amendments to the Individual with Disabilities Education Act (IDEA) and Title 1 of the Improving America's Schools Act (the reauthorization of the Elementary and Secondary Education Act). Including all students means also including those students who have either disabilities and/or limited English proficiency (LEP). Educators are also challenged by how to best support diverse family members in making informed decisions about their students' participation in statewide assessment programs. The purpose of this research project is to develop and empirically test principles that teachers and linguistically diverse parents can use when making decisions about including LEP students with disabilities in large-scale assessments.

Method: In partnership with the National Center on Educational Outcomes, this research project will address the following questions: 1) What unique skills should educators possess to best incorporate family members' participation in planning Individualized Education Programs?; 2) What information and strategies are most helpful to non-English speaking parents to make high-quality assessment decisions for their children?; and 3) What are the large-scale assessment results for students with disabilities and LEP when their parents are incorporated into the assessment decision-making process?. Study 1, "Content of Individualized Education Programs for Students with Disabilities Who Have Limited English Proficiency," entails a comprehensive review of the Individualized Education Programs (IEPs) of students from three geographic regions (urban, middle-sized city, and rural). The study will determine what assessment-related, disability-related, and second language-related information is documented in the IEPs. Any indication of parent involvement in developing the IEPs will also be noted. Study 2, "Principles for Making Informed Family Decisions about Large-Scale Assessment Participation for Students with Disabilities Who Have Limited English Proficiency," will employ two data collection methods to develop a set of principles that teachers can use to support non-English speaking parents in making appropriate assessment decisions for their students. These principles will be based on a series of group interviews with parents who speak Hmong, Somali, and Spanish as their native language, and the set of principles will be verified by a written survey completed by special education and English-as-a-second-language teachers or bilingual education teachers. Study 3, "Large-Scale Assessment Performance and Informed Family Assessment Decisions for Students with Disabilities Who Have Limited English Proficiency," will analyze the performance and participation of students with disabilities and LEP in large-scale assessments for each of the three years of the project, and statistically link these assessment data to high, moderate, or low levels of parent involvement in making large-scale assessment decisions.

Products: This research will yield a set of verified principles that educators can use to support parents of students with disabilities and LEP in making good assessment decisions for their students. It will provide research-based information for policymakers, educators, and parents who strive to include students with disabilities and LEP in large-scale assessment programs.

Grant Number: H324N020022

The Use of Ecobehavioral Assessment to Identify Naturally Occurring Effective Teaching Strategies for Deaf Students and the Investigation of Research-Based Strategies Employing Active Student Responding

Project Director: Woolsey, M. Lynn
University of North Florida
4567 St. Johns Bluff Road South
Jacksonville, FL 32224-2645
Voice: 904-620-2930; *Fax:* 904-620-2982
E-mail: lwoolsey@unf.edu

Beginning Date: 5/01/02
Ending Date: 4/30/05

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This research project will increase knowledge of specific ecological, academic, and behavioral variables that influence the academic achievement of deaf students.

Method: This study will use an ecobehavioral assessment tool (MS-CISSAR) and a series of single subject designs to: 1) describe and confirm the relationship between academic achievement and academic responding in deaf students; 2) identify and provide a description of naturally occurring effective procedures used by exemplary teachers of the deaf that lead to increased percentages of academic responding in high- and low-achieving deaf students; and 3) occurring effective procedures on the levels of active student responding and student achievement. Armed with empirically based instructional strategies, teachers of the deaf can be more confident that they will leave no deaf child behind.

Products: Research findings will be disseminated via the production of a videotape that will be converted to CD-ROM and an accompanying manual and that demonstrates each of the instructional practices most likely to lead to improved academic responding in deaf students. Additional dissemination activities will include presentations at conferences both locally and nationally, journal articles, a World Wide Web site, preparation of a summary of the project and key findings, and annual reports.

Grant Number: H324N020029

Beginning Reading Fluency: A Computer Assisted Approach to Measure Validation, Progress Monitoring, and Intervention

Project Director: Rebar, Michael
Eugene Research Institute
132 E. Broadway, Suite 747
Eugene, OR 97401
Voice: 541-342-8471; *Fax:* 541-342-4310
E-mail: mrebar@darkwing.uoregon.edu

Beginning Date: 8/01/02
Ending Date: 7/31/05

OSEP Contact: Dave Malouf
Voice: 202-205-8111
E-mail: david.malouf@ed.gov

Purpose: This project will conduct a series of three one-year studies of 80 first-grade students (40 students with learning disabilities and 40 students without learning disabilities), to identify and validate computer-administered measures and to evaluate the efficacy of a remedial computer-assisted intervention.

Method: The Year One validation study will examine the relationship between a well-studied group of measures — the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) — and a computerized administration of similar measures at three points in the year. Validation efforts will focus on reliability (test-retest) and validation of each component measure and clusters of measures compared to well-accepted criterion measures. In Year

Two, the focus will shift to an intensive multiwave (6x) validation of the computer-administered component measures and clusters of component measures identified in Year One. In Year Three, the computerized activities will be insinuated into the curriculum as an intervention. The experimental focus will identify instructional variables that contribute most to student growth in fluency. Simultaneous and hierarchical regression analyses will be used in all three years.

Products: Traditional activities will be used to disseminate project findings, procedures, and products. These activities include two presentations at two national conferences and at least two journal articles per project year. In addition, the project will develop software that will be made available in Year Three to other schools as "dataware." Schools that are willing to share their aggregated data will be provided the software at a minimal cost. The revenue will be used to hire and train individuals to provide technological assistance to participating schools. This approach to dissemination increases the likelihood that this line of research will continue beyond the funding period and provides a vehicle for scalability.

84.324P

RESEARCH INSTITUTE TO ENHANCE THE ROLE OF SPECIAL EDUCATION AND CHILDREN WITH DISABILITIES IN EDUCATION POLICY REFORM

Grant Number: H324P000004

Educational Policy Reform Research Institute

Project Director: McLaughlin, Margaret J.
University of Maryland
Room 1308, Benjamin Bldg
College Park, MD 20742-1161
Voice: 301-405-6495; *Fax:* 301-314-9158
E-mail: mm48@umail.umd.edu
Website: http://www.eprri.org

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: The Educational Policy Reform Research Institute (EPRRI) aims to enhance the role of special education and children with disabilities in education policy reform, by conducting a five-year program of policy analyses, research, and dissemination involving policymakers, practitioners, parents/families, advocates, and consumers. EPRRI's activities are designed to meet the following five goals: 1) develop "Topical Reviews" that provide comprehensive analyses and policy options on selected topics; 2) conduct "Policy Forums" with key stakeholders to identify, analyze, and validate policy issues on critical topics related to accountability-based reforms; 3) conduct a program of field-based research in collaboration with core states and LEA's and on selected emerging issues; 4) provide a cohesive program of study and mentoring to selected graduate students in education policy and/or special education; and 5) disseminate products of the Institute to broad national audiences using multiple formats.

Method: EPRRI staff at the University of Maryland will work in collaboration with staff of the National Center on Educational Outcomes (NCEO) at the University of Minnesota and with the Urban Special Education Leadership Collaborative at the Education Development Center (EDC). EPRRI's activities will be conducted across three overlapping phases. Phase 1 will focus on analyses of the current state of knowledge regarding accountability policies and practices. In Phase 2, EPRRI will engage in a high-quality program of research conducted within four core study states (California, Maryland, New York, and Texas) and on selected other emerging issues. Phase 3 consists of a varied and strategic dissemination program.

Products: The major outcomes of EPRRI's work will include "Topical Reviews," "Policy Forum" proceedings, case studies, and targeted state and LEA studies. These will be disseminated through multiple formats and a strategic plan designed to reach the broadest of audiences. The research products will be adapted as appropriate to the specific information needs of target audiences and will be available in accessible formats on EPRRI's, NCEO's, and EDC's Web sites. Presentations will be made to national, state, and local audiences.

84.324Q

CENTER ON STUDENTS REQUIRING INTENSIVE SOCIAL, EMOTIONAL AND BEHAVIORAL INTERVENTIONS

Grant Number: H324Q020004

National Center for Evidence Based Practices for Students with Intensive Social, Emotional, and Behavioral Needs

Project Director: Kern, Lee E.
Lehigh University
College of Education
Iacocca Hall, 111 Research Dr.
Bethlehem, PA 18015-4794
Voice: 610-758-3267; *Fax:* 610-758-6223
E-mail: lek6@lehigh.edu

Beginning Date: 10/01/02
Ending Date: 9/30/07

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This Center will identify the existing knowledge base and synthesize the research that can affect behavior change for students with intensive challenges.

Method: The project will work from a framework that recognizes three major components to effective intervention: 1) intervention-based assessment; 2) cultural and ecological responsiveness of intervention; and 3) collaboration across multiple systems of care. After discovering the knowledge base, the Center will implement those interventions found to be effective, at 3 to 5 diverse school districts.

Products: The Center also will engage in a national dissemination effort focused on delivering products that effectively bring research to practice. Included will be both video and written materials that offer local, state, and national policymakers as well as service providers and families with detailed knowledge regarding strategies to improve the educational outcomes for students with intensive social, emotional, and behavioral needs. The Center will also facilitate a national conference on effective strategies for highly challenging students as a culminating event.

84.324R

OUTREACH PROJECTS FOR CHILDREN WITH DISABILITIES

Grant Number: H324R000007

Expressive Arts Outreach

Project Director: Hutinger, Patricia L.; Johanson, Joyce
Western Illinois University
Center for Best Practices in Early Childhood
1 University Circle
Macomb, IL 614551390
Voice: 309-298-1634; *Fax:* 309-298-2305
E-mail: pl-hutinger@wiu.edu; jk-johanson@wiu.edu
Website: http://www.wiu.edu/thecenter/artabs.html

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Expressive Arts Outreach (EAO) has three goals: 1) integrate and replicate the Expressive Arts (EA) model based on developmentally appropriate experiences in the expressive arts, with an emphasis on visual arts, into early childhood programs for children ages 3 to 8 with a wide range of disabilities; 2) enhance the knowledge and skills of families, professional staff, and early childhood decision-makers so they can effectively use developmentally appropriate art activities with young children and adaptations for children with severe disabilities; and 3) serve as a national resource and information exchange for art-related materials and products for youngsters with disabilities.

Method: Project resources focus on providing experiences in the expressive arts used in the general curriculum to a traditionally underrepresented segment of the population: young children with disabilities. Objectives include awareness; replication; product development, revision, and dissemination; training and consultation; and participation in cooperative activities. Six sites have requested replication, and 19 sites will continue the model. Trainees include families, early childhood personnel, therapists, and other personnel identified in IDEA. Training outcomes are measured according to competencies in conducting art activities for young children. The EA model was developed for diverse ethnic and cultural groups. Individuals with disabilities and parents of children with disabilities are part of the planning, implementation, and evaluation process.

Products: A comprehensive dissemination plan includes satellite broadcasts, a World Wide Web site, and more traditional modes such as conference presentations, brochures, and articles. Products include training modules, videotapes on current technology adaptations used by children, the "ArtExpress" curriculum, and software to support curricular objectives and document child progress. Both low-tech and high-tech adaptations are incorporated into the curriculum.

Grant Number: H324R000008

Ladders To Literacy Outreach Project: Supporting the Early Literacy Development of Young Children with Disabilities

Project Director: Notari-Syverson, Angela
Washington Research Institute
150 Nickerson St., Suite 305
Seattle, WA 98109
Voice: 206-285-9317; *Fax:* 206-285-1523
E-mail: anotari@wri-edu.org
Website: http://www.wri-edu.org/ladders/

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The goal of this project is to assist EC and ECSE staff, related services personnel, and families in supporting the early literacy development of young children with disabilities, preparing them for later formal literacy instruction. The project will replicate and disseminate a validated intervention model specifically designed to support the early literacy development of young children with disabilities in inclusive settings. The project will train parents and early childhood (EC) and early childhood special education (ECSE) professionals and paraprofessionals to replicate the model's innovative early literacy approach.

Method: The model draws from theory and research on early literacy development and on activity-based, child-responsive intervention approaches. The project will expand the model's home literacy component to strengthen family-professional collaboration. The project will offer training on: 1) classroom activities designed to facilitate early literacy and language skills; 2) strategies for individualizing instruction to meet the needs of teaching all children, including those with disabilities in inclusive settings; 3) home-based literacy activities for families; 4) guidelines for early literacy and language assessment; 5) development of individualized education programs (IEPs)/individualized family service plans (IFSPs) in the area of early literacy; and 6) an overview of theory and research on early literacy and language development and intervention. The project training approach will draw from adult learning principles that emphasize interactive discussions, practice activities, and provision of follow-up opportunities for feedback and reflection on practical applications. Specific methods and content of the training will be customized to meet the individual needs of sites. A total of 16 sites will be trained. Each new trainer (staff-parent) team will train at least one additional site.

Products: A number of products will be made available to sites including the "Ladders to Literacy: A Preschool Activity Book," additional classroom and home materials developed for facilitating home-school collaboration, assessment and observation forms, and a trainer's manual.

Grant Number: H324R000015

Building Effective and Successful Teams: Outreach

Project Director: Olson, Jennifer
University of Idaho
405C College of Education
129 West Third St.
Moscow, ID 83843-4401
Voice: 208-885-3588; *Fax:* 208-885-3628
E-mail: Jenn@uidaho.edu
Website: http://www.its.uidaho.edu/cdhd/best

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will disseminate an effective model of inservice training and technical assistance. The Building Effective and Successful Teams (BEST) model has been successful in encouraging the transference of information from inservice training to the classroom.

Method: The Building Effective and Successful Teams (BEST) model has three innovative features: 1) the training occurs with on-site teams; 2) organizational commitment to support change is required; and 3) the impact of training is evaluated. The BEST model is an umbrella under which a series of curriculum topics are included. These topics were selected on recommendation from early childhood literature in best practice and current research; topics include: 1) team development; 2) activity-based instruction; 3) early literacy; and 4) working with challenging behaviors. The BEST model is particularly valuable in smaller, more rural locations where other training resources may be less accessible. All curriculum materials are prepared in a format that is easily read and assimilated. The curriculum packages have been field-tested with groups of individuals with varying levels of education and knowledge of English as a first language. The training modules have been translated into Spanish because of the wide demand and use of these materials in locations where personnel or parents are Spanish speaking. Members of teams who are of Native American descent have given input to the project to determine the cultural appropriateness of team activities and teaching strategies.

Products: The training modules will be disseminated in a variety of geographic regions and community sizes. The inservice training materials will be adapted to the World Wide Web to enable a wider audience of educators and support personnel to access the modules to ensure that larger numbers of educators and service providers have access to the materials and to assist them in bringing best practice to classrooms.

Grant Number: H324R000019

Multicultural Early Childhood State Leadership Training

Project Director: Thorp, Eva K.; Flynn, Nona M.
George Mason University
Kellar Institute for Human disAbilities
4400 University Drive
Fairfax, VA 22030-4444
Voice: 703-993-3670; *Fax:* 703-993-3681
E-mail: ethorp@gmu.edu
Website: http://chd.gse.gmu.edu/mectt/new.html

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: A technology-based outreach project will be developed to assist state-level family/professional leadership teams in developing and implementing statewide personnel and program development initiatives which infuse cultural competence in early childhood programs. Two change factors have created a critical need for Multicultural Early Childhood Team Training (MECTT) state outreach. The first is the increasing cultural diversity of families in the United States. The second is the adoption of the recommended practice of family-centered service delivery for families with young children with disabilities. To successfully involve families in their young children's education, early childhood programs must become culturally responsive in working with all families in their communities. This project will assist states to address these needs through participation in leadership training, ongoing distance learning, and development of action plans.

Method: The outreach project's objectives are: 1) to prepare state-level family/professional leadership teams to infuse cultural competence in early childhood programs, using a proven model; and 2) to provide ongoing technical assistance for leadership teams with an interactive technology-based delivery system. The project will target 12 state leadership teams representing early childhood programs in Parts B and C of IDEA. The states will identify team members that represent providers, families, and the diverse communities in their states. Teams must include diverse parents and early childhood professionals including preschool coordinators, CSPD coordinators, Interagency Coordinating Council members, staff development coordinators, program coordinators, and parent liaison specialists. Team members will also represent the major state agencies serving families with young children with disabilities. Parent/professional partnerships are modeled throughout all aspects of the project — staffing, program development, and training delivery. The project will provide planning consultation, a Leadership Training Institute for the teams, and ongoing state-of-the-art information via interactive video-teleconferencing and web-based technology.

Products: The project will provide ongoing training and technical assistance for 12 state leadership teams, using field-tested materials applicable for use with a broad range of culturally, ethnically, linguistically, and ability diverse communities. The technology-based delivery system will increase the impact of the project, and its accessibility to diverse populations.

Grant Number: H324R000024

Mediated Learning in Diverse Communities: Promoting Developmentally and Educationally Appropriate Practices with Underserved Populations

Project Director: Cole, Kevin N.; Sook Lim, Young
Washington Research Institute
150 Nickerson St., Suite 305
Seattle, WA 98109
Voice: 206-285-9317; *Fax:* 206-285-1523
E-mail: kcole@wri-edu.org
Website: http://www.wri-edu.org/mediated

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will disseminate a validated intervention model (Mediated Learning) specifically designed to facilitate the development of young children with disabilities in inclusive settings. This final dissemination phase targets traditionally underserved sites, particularly sites in Asian communities, providing materials and information to assist staff in serving families who speak English as a second language, and training trainers who can continue disseminating the model after the project has ended.

Method: The Core Materials of the Mediated Learning Program include: 1) 200 detailed daily activity plans; 2) guidelines for three levels of challenge for key activities to allow children with a range of developmental levels to participate successfully in heterogeneous groups; 3) guidelines for assessment; 4) guidelines for using the curriculum model as a complete program or in conjunction with existing practices; and 5) guidelines for classroom and staff organization. In addition to presenting Core Materials, training will include Support Components designed to augment and generalize the information included in the Core Materials. These include information about: 1) identifying and maximizing "teachable moments" during child-directed activities; 2) methods for involving typically developing peers in interactions; 3) cultural competence considerations; 4) the importance and use of play in intervention; 5) developing individualized education programs (IEPs)/individualized family service plans (IFSPs) within the framework of the model; 5) interdisciplinary collaboration in curriculum use; 6) positive behavior support components within a developmental framework; and 7) materials and methods for working with parents who speak English as a second language to help the parents facilitate language development at home in the heritage language. The project will also include Implementation Components designed to maintain high quality implementation at sites. These components include: monitoring by project staff geared specifically to the needs of sites, peer coaching training, and development of an electronic communication network to facilitate communication among users across sites. Target audiences for the model include Head Start programs, center-base school district programs, and community-based child-care facilities that serve, or wish to serve, young children with disabilities.

Products: Several Replication Components will allow the model to be self-supported by the end of the project. These components include: 1) training on-site +trainers; 2) refinement of print and video materials to support model implementation; and 3) public awareness activities to inform potential sites of availability of the model. The project will replicate the validated model at seven sites in year one, seven additional sites in year two, and at least four additional sites in year three.

Grant Number: H324R000029

Career and Life Options for Youth with Severe Emotional Disabilities and Mental Illness

Project Director: Tilson, George P.
TransCen, Inc.
451 Hungerford Drive, Suite 700
Rockville, MD 20850
Voice: 301-424-2002; *Fax:* 301-251-3762
E-mail: gtilson@transcen.org
Website: http://www.transcen.org/stw.html

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: This project aims to replicate components from a school-to-adult life transition model serving adolescents with severe emotional disabilities, a population that has posed substantial challenges to school systems nationwide. The program, entitled the "Career Transition Project (CTP)," demonstrated that comprehensive wrap-around services provided to youth with severe emotional disabilities—when provided by dynamic and flexible case managers—were effective in helping these youth lessen their rates of hospitalization, interaction with the juvenile justice system, school failure, family crisis, substance abuse, and other life barriers. Where CTP interventions were implemented, 85% of participating youth obtained jobs prior to leaving school, 86% achieved their high school diplomas, and 90% of those youth were either employed or enrolled in postsecondary education immediately following graduation, representing positive outcomes for this population.

Method: CTP will demonstrate replicability of the model within three geographically and demographically diverse communities: Baltimore, Maryland, Harrisburg, Pennsylvania, and San Francisco, California. The project will achieve the following: 1) provide direct case management services to 90 youth with severe emotional disabilities (30 in each site, over a three-year period); 2) deliver extensive orientation, training, and support to case managers and to other involved partners, in each site; 3) develop summary reports, articles, and training materials; 4) disseminate this information nationally through publication, presentation at selected conferences, and constituent World Wide Web sites.

Products: Replication of the CTP model will result in case management services provided to 90 youth, development of training materials, and national dissemination of project information.

Grant Number: H324R000030

Walking the Walk: Promoting Diversity in Early Childhood Intervention through Campus-Community Partnerships

Project Director: Winton, Pamela J.; Catlett, Camille
University of North Carolina - Chapel Hill
Frank Porter Graham Child Development Center
CB#8185
Chapel Hill, NC 275998185
Voice: 919-966-7180; *Fax:* 919-966-0862
E-mail: pam_winton@unc.edu; camille@unc.edu
Website: http://www.fpg.unc.edu/~walkingthewalk/

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Walking the Walk will refine, implement, evaluate, and disseminate strategies and materials for improving the recruitment, preparation, and support of culturally and linguistically diverse individuals through campus-community partnerships. The project will be based on a proven systems-change model that has produced documented, long-lasting, and meaningful changes in preservice personnel preparation.

Method: The project will use a participatory approach that involves key stakeholders (families; individuals with disabilities; administrators; faculty members from diverse disciplines at community colleges, universities, and Historically Black Colleges and Universities; students; and practitioners) in every aspect of the project. Salient features of the Walking the Walk implementation plan include: 1) utilizing the expertise of a diverse group of national/state/local Leadership Partners to guide the project; 2) identifying needs, priorities, and support for addressing diversity issues with stakeholders from seven North Carolina replication communities (n=175); 3) providing models, materials, and experiences, including an intensive training institute designed to address diversity priorities for community-based teams of family members, administrators, faculty, students, and practitioners (n=84); 4) facilitating the development of individual and community action plans for addressing diversity issues; and 5) providing technical assistance and follow-up training over an 18-month period in support of the action plans. About 75% of the members of each team will be drawn from higher education settings (n=63), and approximately one-third of those from community colleges.

Products: Based on current faculty student ratios, approximately 1,911 students will benefit from the participation of their instructors. Thus, a total of 2,170 individuals will benefit directly from this project. The outcomes of this project include: 1) increasing the knowledge and skills of faculty related to using innovative instructional approaches to address diversity in personnel preparation programs; 2) building the capacity of early childhood intervention personnel preparation programs to recruit, prepare, and support diverse students; 3) increasing the capacity of graduates of early childhood intervention programs in institutions of higher education (IHEs) to work effectively with diverse children, families, and practitioners in natural environments; and 4) strengthening the linkages among IHEs, community practitioners, and families.

Grant Number: H324R000033

Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT-Physicians)

Project Director: Garland, Corinne; Kniest, Barbara A.
Child Development Resources, Inc.
P.O. Box 280
Norge, VA 231270280
Voice: 757-566-3300; *Fax:* 757-566-8977
E-mail: cgarland@cdr.org
Website: http://www.cdr.org/physicians.htm

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This outreach project, Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT), will replicate a model that addresses an almost universal challenge in early intervention: the involvement of physicians in community early intervention systems. CFIT Outreach will increase physician participation in the early intervention system through replication of a proven model of training that provides pediatricians and family physicians with the information and skills they need to be full participants on community-based early intervention teams.

Method: The CFIT model was developed by Child Development Resources, Inc. (CDR) working in collaboration with the Virginia Academies of Pediatrics and Family Physicians and colleagues at the University of Virginia School of Medicine in response to training needs identified through a survey of physicians and families. Evaluation data provide strong evidence of the efficacy of the model in increasing pediatricians' and family physicians' knowledge and competency as members of early intervention teams. The CFIT model includes three replicable components: State Planning, Introductory Seminars, and Independent Study. The State Planning component involves the development of state leadership planning groups composed of Part C personnel, physicians, and other key personnel to replicate the CFIT model. Leadership planning groups in five to eight states will work with project staff to plan the replication process in their own state. Following State Planning, the Introductory Seminar will introduce physicians to the concepts of: a community-based, interdisciplinary, interagency early intervention approach; family-centered services; and the Independent Study process. Training methodology is designed to be as individualized, self-directed, and self-paced as possible, and to acknowledge the special difficulties physicians may have in finding time for inservice training. CFIT training has been approved for continuing medical education credits.

Products: The project will promote awareness and replication of the CFIT model and its products through dissemination activities. These activities will inform the professional community and families about project services, products, activities, and findings.

Grant Number: H324R000037

A Family-Centered Transagency Team Outreach Program to Improve Services and Outcomes for Children Aged Birth to Five with or At-Risk for Disabilities and Their Vulnerable Families

Project Director: Woodruff, Geneva
Concord Family and Youth Services, Inc.
380 Massachussetts Ave.
Acton, MA 01720
Voice: 617-232-0600; *Fax:* 617-735-1888
E-mail: Genevawoodruff@compuserve.com

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: Most administrators and staff in early intervention and early childhood programs have not been trained to work with children with or at risk for developmental delays. In response to those training needs, Project Transformation will provide training and disseminate information on effective ways to intervene in the child's natural learning environments, to improve services, and to achieve optimal outcomes for children ages birth to five with or at-risk for developmental delays and for their vulnerable families who may have significant socioeconomic and psychological stresses.

Method: The model upon which the project rests is The Family-Centered Transagency Team Model (FCTTM). The model is based upon best practice intervention methods which have shown to improve services and developmental outcomes for children with or at risk for developmental delays and to assist their vulnerable families to stay together and to increase their parenting knowledge and skills. It is also based upon a proven replication training model. The four primary activities for the project will include: 1) public awareness; 2) product development; 3) replication training and technical assistance; and 4) dissemination activities and awareness training. The project will work with 20 replication sites, located in nine states over the course of the project period. In year one the sites will be as follows: one site each in Massachusetts, Colorado, New Hampshire, and Hawaii, and two sites in North Carolina. The replication training provided at each site will involve three to five days of initial training for the administration of the program regarding the implementation of the model, follow-up monthly telephone support for the administrator responsible for the implementation of the model and the teaching and related staff working with the children in the project, two to five days of onsite training and technical assistance within three to four months of the initial training for the administration, teaching and related staff and a post day of consultation to the administrator on the continued implementation of the model.

Products: The project will develop journal and newsletter articles, position papers, a project brochure, one-page information sheets, and the FCTTM manual. The manual will provide empirically supported strategies for intervening with young children with or at risk for developmental delays in their natural learning environments and for providing support for their families. It will also be written in a self-directed format for providers in other settings to use as a replication guide. Four annual awareness training workshops and presentations will be made at state, regional, and national conferences as well as on the site of early childhood programs.

Grant Number: H324R000039

VIISA Outreach: Outreach Services to Assist States to Replicate an Inservice Training Model for Professionals Working with Infants and Young Children Who Are Blind and Visually Impaired and Their Families

Project Director: Dennison, Elizabeth M.
Utah State University
6500 Old Main Hill
Logan, UT 84322-6500
Voice: 435-797-5593; *Fax:* 435-797-5580
E-mail: emorgan@cc.usu.edu
Website: http://www.skihi.org/VIISA.html

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will assist states in implementing an Inservice Training Model for personnel serving young children who are visually impaired and their families through the coordinated efforts of state lead agencies and a team of state instructors trained to teach two courses: "Infants & Toddlers," and "Preschoolers in Center-Base."

Method: A national instructor mentors personnel through their first course series. The project helps provide materials for instructors and course participants. Both courses use a format that includes onsite class time with homestudy assignments, practica, and chat sessions. The project provides ongoing technical assistance to states and users. This project is based on the VIISA Project (1991-1994) and its two outreach periods (1994-2000). The objectives of this project include: 1) create awareness of needs of young children who are visually impaired and the resources and training available through VIISA; 2) coordinate all VIISA activities through state lead agencies and consumer groups via a task force; 3) enhance capacity of states to provide VIISA training through state training teams and by providing support through technical assistance; 4) provide training to personnel on use of effective practices and resources with young children who are visually impaired; 5) pilot use of mentors for course participants in one state a year, evaluate its effectiveness, and then disseminate results; 6) develop and disseminate resources and training materials for instructors and service providers; and 7) evaluate effectiveness of training and materials with states, instructors, interventionists and families, then make needed changes as appropriate.

Products: The project will assist three new states in putting the inservice model into place; assist three states in incorporating the mentor piece into training; and provide technical assistance to 20 states. About 380 individuals will receive training each year, impacting the lives of 1,320 children yearly. The project will update training materials and produce new resources.

Grant Number: H324R000044

Future Bound: An Outreach Project to Promote Post-Secondary Transition Opportunities for American Indian Youth in Minnesota

Project Director: Ness, Jean; Novack, Yvonne
Minnesota Department of Children, Families and Learning
1500 Highway 36 West
Roseville, MN 55113-4266
Voice: 612-625-5322; *Fax:* 651-582-8879
E-mail: yvonne.novack@state.mn.us

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: This project represents a collaborative effort on behalf of the Minnesota Department of Children, Families, and Learning (CFL), the Institute on Community Integration (ICI) at the University of Minnesota, and selected high schools and postsecondary education programs to promote the successful transition of American Indian students with disabilities into postsecondary education settings within Minnesota. Using effective practices and strategies developed from the "Circle of Learning" project, a model and demonstration project conducted by ICI, the project will expand its application to American Indian high school students with disabilities in Minnesota.

Method: Principal partners in this effort include the Indian Education Division of CFL, ICI, the Fond du Lac Tribal and Community College, and all reservation schools in Minnesota. Project activities will be supported by a Project Advisory Committee that will include American Indian tribes and communities of Minnesota, Yellow Medicine East ISD #2190, Upper and Lower Sioux Communities, Fond du Lac Tribal and Community College, Shakopee Sioux Community, Prairie Island Community, and Leech Lake Tribal College. Project staff will join in a collaborative effort to provide several types of services, including: 1) building capacity by creating a cadre of trained American Indian education staff who will support "Future Bound" program activities for students; and 2) conducting product development and information dissemination activities that will reach all 30 tribal colleges in the nation.

Products: Because much of the ongoing technical assistance must be conducted in remote rural areas, contact with students and education staff will be supported by the development of a project World Wide Web site that will include listservs, chat groups, and other information-sharing and dissemination options. This demonstration represents one of the very first efforts to merge the concept of transition services with that of the cultural traditions of American Indian students.

Grant Number: H324R000052

Enhancing the Social Inclusion of Youth with Disabilities: The Yes I Can Social Inclusion Program

Project Director: Abery, Brian
University of Minnesota
Institute on Community Integration
Rm 111C Pattee Hall, 150 Pillsbury Dr. SE
Minneapolis, MN 55455
Voice: 612-625-5592; *Fax:* 612-624-9344
E-mail: abery001@umn.edu

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: The University of Minnesota's Institute on Community Integration, in collaboration with disability-related organizations and school districts in five states, has developed an outreach and dissemination project with the goal of enhancing the social inclusion of middle school and high school age young adults with developmental disabilities.

Method: The project will draw upon the "Yes I Can Social Inclusion Program," which was developed and field-tested at the Institute on Community Integration, to: 1) identify local barriers to social inclusion and resources that could be used to enhance outcomes in this area; 2) implement the "Yes I Can Program," in five states and thirty-five communities; 3) train professionals from disability-related organizations within each state to serve as program coordinators; 4) train a cohort of site instructors to implement the program within their schools; 5) provide ongoing outreach and technical assistance to communities adopting the program; 6) evaluate the impact of the program on the social inclusion of participants with disabilities, attitudes and knowledge of disabilities possessed by students who serve as inclusion facilitators, social validity of the program, and other project outreach activities, as well as the cost-effectiveness of the program; and 7) disseminate to key stakeholders information designed to increase their awareness as to the critical role played by social inclusion in adult outcomes for persons with developmental disabilities and the potential of the "Yes I Can Program" and other strategies to enhance outcomes in this area.

Products: In collaboration with other disability-related agencies, this project will assist in developing local capacity and stimulating lasting positive change in the quality of life experienced by young adults with developmental disabilities.

Grant Number: H324R000053

Experiential Outreach for Early Childhood Educators Serving Hispanic Children with Disabilities, and Their Families: A Web-Supported System

Project Director: Stowitschek, Joseph J.; Rodriguez Patricia
University of Washington
Experimental Education Unit Box 357925
Seattle, WA 98195-7925
Voice: 206-685-1807; *Fax:* 206-543-8480
E-mail: stowi@u.washington.edu; pbr@u.washington.edu
http://depts.washington.edu/tqoweb/menu/index.htm

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The project will conduct, refine, and extend a program of experiential-based outreach and staff renewal, focusing on young children with disabilities of rural, low-income, Hispanic and Native American families.

Method: Elements of a total quality education approach, enhanced by rotational internships, peer coaching and mentoring, reflective techniques, and Web-based interactive problem solving, will be applied to empower early educators to conduct outreach within their own centers and beyond. Participants will be brought in from rural Head Start and Migrant Head Start program activities through three phases of outreach: 1) initiate a process of program self-analysis and renewal; 2) sustain the process by assimilating selected exemplary practices into their own program activities; and 3) extend the process to colleagues as on-site outreach resources. A particular extension focus will be on enhancing familial/cultural home support practices for parents of children with disabilities.

Products: Four outreach initiation sites will be served from rural Migrant Head Start and Head Start centers in the first year. Outreach services will be extended to four to six additional centers or classrooms in each of the two succeeding project years. Telecommunications-based follow-up and support through the project's World Wide Web site will be deepened using the Outreach Solutions Link, a problem-solving protocol that links participants from all sites with each other and with consulting exemplary practices specialists as a pooled practitioner resource.

Grant Number: H324R000064

High School High Tech Goes to College: Proven Strategies for Ensuring Completion of Postsecondary Education and High Tech Career Entry for Students with Disabilities

Project Director: Nietupski, John A.
Grant Wood Area Education Agency
Learning Development
4401 6th St. SW
Cedar Rapids, IA 52404-4499
Voice: 319-399-6442; *Fax:* 319-399-6457
E-mail: jnietupski@aea10.k12.ia.us
Website: http://www.aea10.k12.ia.us/hsht

Beginning Date: 8/15/00
Ending Date: 8/14/03

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: This project will prepare students with mild disabilities for postsecondary education and employment in high tech fields. It will offer the follow-along support needed to ensure postsecondary academic and employment success by providing training and connecting them to the job market on completion of training.

Method: Through collaboration with high schools, the project will help students identify career paths based on meaningful involvement in a variety of occupational experiences and provide them with a broad knowledge and high tech skills acquired through site visits, job shadows, internships, summer Tech Camps, and Career Day activities. Students will be provided with at least four postsecondary options, and juniors and seniors will be given transition planning assistance. Summer college preparation and self-advocacy training will be provided, and past graduates will mentor current students. Summer internships and connection with employers will also be provided.

Products: The project will expand the number of businesses in which students participate through site visits, job shadowing, and internships. It will enhance linkages with postsecondary institutions to ensure access to desired schools and it will support successful completion of postsecondary training through mentorships from project staff, peers, and career professionals. The project will connect students to high tech employment and evaluate its impact on training and employment.

Grant Number: H324R000074

Sports Education Camp for Students Who Are Blind and Visually Impaired

Project Director: Ponchillia, Paul
Western Michigan University
Dept. of Blind Rehab
3404 Sangren
Kalamazoo, MI 49008-5218
Voice: 616-387-3455; *Fax:* 617-387-3567
E-mail: paul.ponchillia@wmich.edu

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The goal of this outreach project is to replicate a proven model for providing opportunities for students with blindness or low vision to participate fully in physical, sports, and recreation activities. Because of their participation in project activities, students will improve their motor skills, their self-confidence, and their ability to interact effectively with others. They also will acquire knowledge and skills at the camp that will enable them to participate more fully in physical education, sports, and recreation activities in their schools and communities.

Their teachers and parents will acquire knowledge and skills that will enable them to support student participation in sports and recreation activities.

Method: The project's goals will be achieved by: 1) replicating and expanding a successful local model program known as the Sports Education Camp for Youths with Visual Impairments (SEC) to nine sites and hosting a total of fifteen camps; 2) developing and teaching a distance-education version of Western Michigan University's Blind Rehabilitation 606 course entitled "Adapting Mainstream Physical and Sports Education for Youths with Visual Impairments;" 3) creating a network of students, parents, educators, and others to promote advocacy and access in sports-related activities; and 4) creating and disseminating products designed to make consumers, parents, educators, and the general public aware of the educational barriers faced by visually impaired students and the methods by which to overcome these barriers. SEC is a week-long residential program in which students 10-12 years of age learn and/or refine basic skills of running, jumping, and throwing. Students 13-16 years of age learn and compete in track and field, swimming, wrestling, goalball, gymnastics, bowling, and lifelong fitness promotion. The procedures and the tools for planning, management, camp operations, and evaluation of the SEC will be used in this outreach project. In Year 1, one camp will be established in each of the four USABA regions. Two camps will be initiated in year two, and three in year three. Each camp will be supported for two years. Camps will be held in the first year at the University of Arizona (Tucson), Cardinal Stritch University (Milwaukee), North Carolina Central University (Durham), and Marshall University (Huntington, WV). In each location, partnerships of university preparation programs, public and residential school programs serving students with blindness and visual impairments, rehabilitation agencies, students, and parents will plan and provide the camps.

Products: The project will ultimately reduce the known barriers to physical, sports, and recreation education for students who have visual impairments. This project's partnership with the United States Association of Blind Athletes (USABA) will aid its continued support after the three-year project period ends.

Grant Number: H324R000084

Missouri Access Recreation Project

Project Director: McVeigh, Tom
University of Missouri
UMKC-IHD, 2220 Holmes, 3rd Floor
Kansas City, MO 64108-2676
Voice: 816-235-1750; *Fax:* 816-235-1762
E-mail: mcveight@umkc.edu
Website: http://www.moaccessrec.com

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Martha Bokee
Voice: 202-205-5509
E-mail: martha.bokee@ed.gov

Purpose: The overall goal of this project is to create access to inclusive community-based and school-based recreational opportunities for students with disabilities that are consistent with individual interests, talents, and personal lifestyles. This project will improve the capacity of Missouri recreation providers (e.g., Parks and Recreation Programs, YMCAs) and school personnel (e.g., physical education instructors, coaches, club advisors) to provide accommodations and supports to students with significant disabilities that facilitate their inclusion in extracurricular, cultural, leisure, and recreational activities. In addition, this project will work closely with students with disabilities and their families to explore personal recreational interests and to access activities that are consistent with individual interests, talents, and lifestyle choices.

Method: To achieve this goal, the University of Missouri-Kansas City Institute for Human Development (UMKC-IHD), the Recreation Council of Greater St. Louis, the Access Recreation Group, Missouri Parents Act (MPACT), and the Missouri Parks and Recreation Association (MPRA) have developed a collaborative partnership to create the Missouri Access Recreation Project. The project will demonstrate how students with disabilities can be fully included within community recreation programs and school extracurricular activities by working in collaboration and partnership with community recreation providers, school personnel, and students with disabilities and their families across Missouri. This project will address these needs through a variety of activities associated with the following project objectives: 1) adapt the Michigan "Access Recreation" training curriculum for use in Missouri; 2) develop a Missouri Access Recreation state council and 10 community inclusive recreation access committees to guide the development of this project and to address state and local implementation barriers; 3) provide training to students with disabilities and their families to facilitate the development of person-centered recreation plans within the 10 selected project communities; 4) provide training to community recreation providers and school personnel within 10 selected project communities to improve their capacity to include students with disabilities in existing recreational activities; 5) provide technical assistance to students with disabilities, their families, community recreation providers, and school personnel that facilitates access by students with disabilities to extracurricular school and community recreation activities; and 6) evaluate and disseminate the results and products of this project across Missouri and nationally. Students with the most significant disabilities who have traditionally been underrepresented in inclusive recreation programs (students with significant cognitive, physical, and emotional disabilities) will specifically be targeted through this project.

Products: This project will replicate a Michigan inclusive recreation curriculum and will update and revise a video to include Missouri-specific resources and stories.

Grant Number: H324R000087

Deaf Mentor National Outreach Project: Bilingual-Bicultural Services for Infants and Toddlers Who Are Deaf

Project Director: Pittman, Paula
Utah State University
6500 Old Main Hill
Logan, UT 84322-6500
Voice: 435-797-5589; *Fax:* 435-797-5580
E-mail: ppittman@cc.usu.edu
Website: http://www.skihi.org/DeafMent.html

Beginning Date: 1/01/01
Ending Date: 12/31/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project will assist agencies across the United States in the implementation of bilingual-bicultural programs for young deaf children, age zero to five, and their families, focusing on the use and learning of two languages, American Sign Language and English, and two cultures, Deaf and Hearing culture. The project will equip Deaf adults and hearing early intervention personnel to effectively provide this program option for children and families.

Method: The project is based on the replication of the results of the Deaf Mentor Experimental Project (1993-1995) designed to develop and evaluate the effectiveness of an unprecedented approach to programming for young children who are deaf and their families. This project is also a continuation of the Deaf Mentor Outreach Project (1997-2000). The following objectives will be achieved through this project: 1) create awareness of services, and select Deaf Mentor replication sites; 2) build states' capacity to develop individualized implementation of Deaf Mentor services by collaboratively assessing needs, developing commitment or resources, and developing and carrying out plans for implementation; 3) coordinate awareness, planning, implementation, and technical assistance activities with the lead agency for Part C of the IDEA, the state educational agency for special education, and agencies serving individuals who are Deaf; 4) provide training of Deaf Mentors and Parent Advisors and technical assistance to sites implementing Deaf Mentor Programs; 5) develop and disseminate resources, training, and awareness materials for parents and professionals; and 6) collect child and family progress data and satisfaction data from implementation sites.

Products: The primary outcomes of this project will be to provide outreach services to nine states, ensure that effective services are implemented, and provide state-of-the-art materials to Deaf Mentors/Early Intervention personnel and families.

Grant Number: H324R000092

Establishing Transition Technical Assistance Centers

Project Director: Test, David W.; Wood, Wendy M.
University of North Carolina - Charlotte
Counseling, Special Ed., and Child Dev.
9201 University City Blvd.
Charlotte, NC 28223-0001
Voice: 704-687-3731; *Fax:* 704-687-2916
E-mail: dwtest@email.uncc.edu; wmwood@email.uncc.edu
Website: http://www.uncc.edu/ttac/

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: The project will establish Transition Technical Assistance Centers (TTAC) in five local education agencies (LEAs) in five states. Each TTAC is based on a proven model for providing transition services and will become prepared to provide technical assistance for other LEAs across its state.

Method: The transition model is designed to provide students with options within their educational setting to assist them in meeting their postsecondary goals for employment, living arrangements, education, and recreation/leisure activities. The focus of the model is student-centered transition planning supported by assessment of student abilities and experiences for meeting postsecondary goals. It provides all students with disabilities the opportunity to choose between two courses of study: an academic course for students who wish to pursue postsecondary education, and an occupational course for students who wish to enter employment after graduation.

Products: The project will improve and expand the comprehensive system of transition services currently provided by each LEA to the point where it can serve as a TTAC for its state. Project activities will include increasing public awareness, TTAC site development to improve current transition services provided by each site, helping TTACs provide technical assistance to LEAs, product development and dissemination, and evaluation.

Grant Number: H324R000094

Outreach Using a Proven Model of Early Intervention for Students with Emotional and Behavioral Challenges

Project Director: Kay, Pamela; Welkowitz, Julie; McConaughy, Stephanie
University of Vermont
School Research Office, 88 University Heights
Burlington, VT 05405
Voice: 802-656-8551; *Fax:* 802-656-9416
E-mail: Julie.Welkowitz@uvm.edu
Website: http://www.uvm.edu/~schrsrch/?Page=ABCpartner.html

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: This project will replicate, refine, and disseminate the Parent Teacher Action Research (PTAR) model of early intervention by collaborating with Vermont school districts and parent/child agencies. The original model was set up to address the problem of the differential that exists between students who are classified as having Severe Emotional Disturbances and those who are equally in need of access to treatment services and supports. The model focuses on improving the consistency of the child's environment at both home and school, while helping parents and teachers learn new and productive ways of nurturing and educating.

Method: Key participants are 1,000 children who will receive social skills instruction in their first- and second-grade classrooms and 100 children for whom individual parent-teacher teams will be facilitated on at least a monthly basis by local parent liaisons. Project staff will collaborate with school and agency personnel in developing and supporting 100 PTAR teams. Qualitative and quantitative documentation of the replication will enable refinement of the PTAR model and extend its application to urban (Barre City and Brattleboro) and suburban (Chittenden South, South Burlington, and Barre Town) school settings.

Products: The outcomes of this project will be: 1) to establish and institutionalize the PTAR model in four Vermont supervisory union school districts (Barre, Chittenden South, South Burlington, and Windham Southeast) and 2) to prepare replication manuals for statewide and national dissemination, specifically formatted for school personnel, parent/child agency personnel, parent liaisons, and parents. The project is expected to result in new knowledge about the feasibility, political processes, time, and costs of institutionalizing a proven model for early identification and prevention of emotional disturbances.

Grant Number: H324R000096

SPARK: Skills Promoted through Arts, Reading, and Knowledge

Project Director: Fowler, Susan A.
University of Illinois - Urbana/Champaign
Early Childhood Programs
1310 S. 6th St.
Champaign, IL 61820
Voice: 217-333-0960; *Fax:* 217-333-5847
E-mail: s-fowler@uiuc.edu
Website: http://www.ed.uiuc.edu/sped/SPARK/

Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The SPARK model will address the needs of an increasingly culturally diverse population by providing a model that is designed to provide teachers of young children with: 1) a story-based creative arts curriculum, derived from a variety of cultural and ethnic traditions; 2) a developmentally and individually appropriate curriculum process that can be applied by teachers in a variety of settings to meet the needs of children of diverse skill levels; 3) a system of inservice training and ongoing support to enhance the implementation of the model; and 4) materials to enable families to participate in their child's education.

Method: The SPARK model is focused around weekly curriculum units. Each unit includes a story that is read daily and 12-15 activities (three per day) which emphasize concepts drawn from the story. The curriculum, designed to promote child engagement while embedding individualized education program and developmental goals through story time and activities, also promotes emergent literacy skills and awareness of diverse cultures, traditions, and practices. The outreach design consists of six major components: 1) awareness and site selection; 2) planning of the individual site plan; 3) inservice training; 4) technical assistance; 5) evaluation; and 6) dissemination of information. Six states (Illinois, Indiana, Kentucky, Louisiana, Minnesota, and North Carolina) are currently replicating the model, and inquiries about the possibility of becoming an outreach site have been received from programs in three additional states (New York, Oregon, and Wisconsin) and from additional sites within the six replication sites.

Products: Over the three years of the project, over 5,000 children and their families will be affected by the SPARK model. The model will continue to be replicated in a variety of settings such as: public early childhood special education (ECSE) programs, private day care settings that include children with disabilities, Head Start programs (both center-based and home-based), and family child care settings that contain children with disabilities.

Grant Number: H324R000097

AHEAD (At Home and At Day Care) Outreach

Project Director: Rowan, Lori
Utah State University
SKI-HI Institute
6500 Old Main Hill
Logan, UT 84322-6500
Voice: 435-797-5588; *Fax:* 435-797-5580
E-mail: lorir@coe.usu.edu
Website: http://www.skihi.org/AHEAD.html

Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This outreach project, AHEAD (At Home and At Daycare), will provide a "train the trainer" model to equip states and early intervention agencies with trainers who will provide high-quality training to early interventionists in delivering effective family-centered practices and natural environment services.

Method: The project will build the capacity of states to provide quality training that reflects current needs in applying family-centered practices and naturalistic intervention strategies, and it will establish partnerships to assure that program components have broad applicability. It will create an awareness of the services it provides through development and dissemination of brochures, teleconferences, and presentations.

Products: The project will provide outreach services to eight states. New training, activities, and products will be developed according to the needs of AHEAD trainers and interventionists. These will include new training packages in the areas of assessment of young children, provision of services in natural environments, writing Individualized Family Service Program goals, and transition. The project will also update existing training packages and use them to develop an advanced strand, videotapes on providing services in natural environments and a monograph on working with grandparents, and technical assistance to trainers through the use of technology.

Grant Number: H324R000098

Promoting Learning through Active Interaction: A Distance Education Inservice Model for Early Intervention Service Providers

Project Director: Chen, Deborah; Klein, M. Diane
California State University - Northridge
Dept. of Special Education
18111 Nordhoff St.
Northridge, CA 91330-8265
Voice: 818-677-4604; *Fax:* 818-677-7804
E-mail: deborah.chen@csun.edu; dklein@calstatela.edu
Website: http://www.csun.edu/~hfedu009/innovations/html/plai.html

Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The Department of Special Education at California State University-Northridge, in collaboration with the Division of Special Education at California State University-Los Angeles, the California Early Intervention Technical Assistance Network, other state agencies, and early intervention programs, has developed an innovative inservice training model for service providers working with infants who have multiple disabilities and their families. This outreach will build on the intervention strategies developed and validated in Project PLAI (Promoting Learning through Active Interaction). PLAI Outreach will include service providers working with families and their infants who have severe developmental delays, in addition to other significant disabilities.

Method: There is a statewide lack of personnel trained to work with this most challenging group of infants. By using distance education methods to train service providers to support caregiver interactions and to meet the infants' intensive intervention needs within daily activities, the project will address both the need to train personnel and the complexities of serving families of diverse cultural backgrounds in urban and rural regions of California. To accomplish this goal, the project will focus on the following objectives: 1) develop, implement, and evaluate a flexible and interdisciplinary inservice training model and materials involving a variety of distance education methods to increase the skills of service providers; 2) develop, implement, and evaluate a Mentor Network of experienced service providers who will provide collegial support through mentoring, coaching, and on-the-job follow up to less-experienced service providers; 3) increase the numbers of service providers who are trained to address the early social and communication needs of infants who have multiple disabilities and to work effectively with families and other caregivers of diverse cultural and linguistic backgrounds; and 4) evaluate the expanded PLAI model in rural and urban areas throughout California with early intervention personnel who have diverse disciplines and various level of training. The inservice model will include distance delivery methods, regional and onsite meetings, and mentorship and collegial support. The effectiveness of the inservice training and mentor network models will be evaluated through the qualitative measure of participant satisfaction and through quantitative measures involving changes in the skills of early interventionists.

Products: The project will result in 1) the validation of a distance delivery inservice model; 2) a World Wide Web site and other instructional resources and materials for training service providers; 3) an increase in qualified service providers and local capacity; and 4) improved early intervention services to infants with multiple disabilities and their families. Products will include a programmed World Wide Web site archive of the interdisciplinary course content, learning activities, and mentor network provided through a variety of distance delivery methods and a CD-ROM with sample cases.

Grant Number: H324R010002

Experiential Outreach for Early Head Start Programs Serving Latino Infants and Toddlers Who Are At-Risk for Developmental Delay: A Web-Supported System

Project Director: Stowitschek, Joseph J.; Rodriguez Patricia
University of Washington
Box 357925
Seattle, WA 98195-7925
Voice: 206-685-1807; *Fax:* 206-543-8480
E-mail: stowi@u.washington.edu; pbr@u.washington.edu
Website: http://depts.washington.edu/tqoweb/menu/index.htm

Beginning Date: 7/01/01
Ending Date: 6/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The project will adapt a successful experiential outreach approach called Total Quality Outreach (TQO) to focus on a particularly needful segment of society—rural, Latino, and Native American families of very young children who are at substantial risk for developmental delay and associated disabilities.

Method: The project will blend key TQO elements (rotational internships, peer coaching and mentoring, reflective techniques, and Web-based interactive problem solving) with knowledge gained about 0-3 best practices from the Yakima Valley Early Head Start Research Project, empowering primarily Early Head Start (EHS) staff and families to enhance key developmental outcomes and to adopt experiential outreach as a local professional development tool. The project will bring participants from rural Early Head Start and Migrant Head Start programs through three phases of outreach in which they: 1) initiate a process of program self-appraisal and renewal; 2) sustain the process by assimilating selected exemplary and recommended practices for infants and toddlers into their own program activities; and 3) extend the process to colleagues as on-site outreach resources. Particular extension foci will be on enhancing center- and home-based familial/cultural language nurturing practices, increasing fathers' involvement, and promoting early roots of literacy development. Emerging findings from 17 Early Head Start Research Project sites and recent literature will be combined with cogent literature to yield an evidence-based self-appraisal process. Over the three-year period, triads will be formed from 35 direct and 40 Early Head Start and 0-3 child development program personnel in four states from both home-based (e.g., home educators, case managers) and center-based (e.g., lead teachers, para-educators) program models, as well as disability and family coordinators. Focus children will include infants and toddlers with individualized family service plans (IFSPs) and a subset of those determined to be at substantial risk for developmental delays.

Products: Outcomes of this project will include: 1) a self-appraisal process to help operationalize key disability guidelines of the Head Start Performance Standards; 2) enhanced implementation and sustained use of exemplary practices; 3) EHS programs' incorporation of experiential outreach elements into ongoing inservice training; and 4) measured enhancements to children's key developmental outcomes.

Grant Number: H324R010011

National Secondary/Transition Outreach Project

Project Director: Kleinhammer-Tramill, Jeannie; Morningstar, Mary
University of Kansas - Lawrence
Center for Research
Dept. of Special Ed, Youngberg Hall, 2385 Irving Hall Road
Lawrence, KS 66045-7653
Voice: 913-588-5945; *Fax:* 913-588-5942
E-mail: pjkt@ukans.edu
Website: http://transitioncoalition.org/projects1.htm AND http://www.transitioncoalition.org/projects7.htm

Beginning Date: 8/01/01
Ending Date: 7/31/04

OSEP Contact: Betty Baker
Voice: 202-205-9264
E-mail: betty.baker@ed.gov

Purpose: The University of Kansas Secondary/Transition National Outreach Project will support expansion of the grassroots generative forum for personnel development in transition that has taken root in the Midwest. The project will create a national forum for the exchange of information, joint problem solving, and collaborative content development focused on translating research into practice for personnel preparation in transition.

Method: The project will build on strategies that a transition coalition has identified as most helpful to them in building state personnel preparation. Some of these strategies are: collaboration with regional resource centers to use existing forums for state education personnel as a vehicle for convening regional education representatives who are interested in or responsible for transition; assisting participant states to identify policy barriers and to develop or adapt state policies that support best practices in transition services; stimulating grassroots participation in development and dissemination of personnel preparation content for transition; and expanding the availability of Internet-based modules and courses on topics directly applicable to transition practice.

Products: This project will expand the capacity-building and dissemination model that has proven successful in a local transition coalition and will extend the model to include a national audience. Internet-based modules will be developed for delivering training content to preservice, professional development, family, and consumer audiences. The project will convene regional groups of education personnel to build awareness of the availability of new training modules and resources on transition, to provide opportunities for participants to build and inform self-sustaining regional networks for transition personnel preparation via face-to-face and online networking.

Grant Number: H324R010014

The Responsive Teaching Outreach Project: An Interdisciplinary Model for Training and Supporting Professionals to Implement Parent-Mediated Developmental Intervention

Project Director: Espe-Sherwindt, Marilyn; Mahoney, Gerald
Children's Hospital Medical Center of Akron
Family Child Learning Center
One Perkins Square
Akron, OH 44308
Voice: 330-633-2055; *Fax:* 330-633-2658
E-mail: gjm14@po.cwru.edu
Website: http://www.responsiveteaching.org/

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The Responsive Teaching Outreach Model will train early intervention service providers from two states and disseminate information and materials nationally related to the Responsive Teaching intervention model. Responsive Teaching enriches children's natural environments by helping parents use responsive teaching strategies to enhance children's use of pivotal learning behaviors during daily, routine activities, enhance children's developmental functioning, and help children acquire the pivotal learning skills that are the foundations for early development and later school success.

Method: This outreach model consists of seven components designed to help professionals learn the foundations and strategies for Responsive Teaching and implement the intervention model as a cornerstone of their services to children and families. The project will provide professionals the foundations and skills needed to develop and evaluate intervention plans, work collaboratively with parents and family members to implement the Responsive Teaching Outreach Model, and address problems encountered. It will also promote administrative policies and procedures that will ensure continued use of responsive teaching after the completion of training. Outreach participants will receive 15 days of training. This training will include: 1) an Awareness Workshop; 2) a two-day

Introductory workshop on the rationale, strategies, and procedures of Responsive Teaching; 3) a seven-day intensive workshop at the Family Child Learning Center involving lecture, discussion and supervised practice of the Responsive Teaching intervention model; 4) four half-days of on-site supervision; and 5) three on-site, one-day workshops on clinical problem solving. Project staff will also spend two half-days with administrators to develop program policies and procedures that support the use of this model.

Products: The project includes several mechanisms for supporting the implementation of the Responsive Teaching intervention model and creating a network of professionals and parents who are using this model. These mechanisms include a World Wide Web site, a quarterly newsletter, and ongoing technical assistance. In three years, the project will train 200 staff from 18 early intervention (Part C) programs, including nine from South Carolina and nine from Ohio. One-day Awareness Workshops will be offered for all early intervention personnel in Ohio and South Carolina as well as four other states to be determined.

Grant Number: H324R010016

Parent Leadership Development Outreach Project

Project Director: Buysse, Virginia; Wesley, Pat
University of North Carolina - Chapel Hill
CB#8180, UNC-CH
Chapel Hill, NC 27599-4100
Voice: 919-966-7171; *Fax:* 919-966-7532
E-mail: virginia_buysse@unc.edu
Website: http://www.fpg.unc.edu/~pld

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project builds on a successful model demonstration project and a small but growing body of research that documents the efficacy of involving parents and other family members in all aspects of planning, delivering, and evaluating early education and intervention services. This project will use a train-the-trainer model that will involve recruiting seven graduates of the parent leaders to leadership opportunities in institutions of higher learning preparing early intervention and family support services.

Method: Key features of the outreach project include: 1) a series of leadership retreats for parents as they implement leadership action plans and develop portfolios highlighting their leadership roles and activities; 2) individualized follow-up activities with parents as they implement leadership action plans and develop portfolios highlighting their leadership roles and activities; and 3) linking parent graduates to leadership opportunities and providing training to professionals about effective methods for involving parents as leaders in early intervention.

Products: The project will evaluate and disseminate a train-the-trainer parent leadership development model and an array of video and print materials for widespread use in early intervention.

Grant Number: H324R010018

Outreaching a Leadership and Systems Change Model for Students with Disabilities in Postsecondary Settings

Project Director: Hoza, Thomas E.; Griffith, Penny L.
Kent State University
Educational Foundations & Special Svcs
c/o Research and Graduate Studies, PO Box 5190
Kent, OH 44242-0001
Voice: 330-672-2294; *Fax:* 330-672-2512
E-mail: thoza@kent.edu; pgriffit@kent.edu

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Debra Price-Ellingstad
Voice: 202-260-2121
E-mail: debra.price-ellingstad@ed.gov

Purpose: This project extends, to other colleges and universities, the model and materials developed at Kent State University on self-determination of students with disabilities. The original model intended to enhance leadership and student development through a process of postsecondary systems change. As well as empowering new teams of students with disabilities on other campuses to effect change, this project will extend the experiences and opportunities for leadership roles for students at Kent State who participated in the development of the current model.

Method: Students who completed a course on disability policy and leadership will co-teach or consult to deliver the curriculum and provide follow-up support to students and personnel on participating campuses. In order to facilitate outreach and increase the participation of personnel and students on other university campuses, the curriculum will be delivered through interactive television and other forms of distance education. Consultation and onsite follow-up support will be provided to participants as they implement the model and expand it to other campuses.

Products: The project will extend the curriculum and model through student empowerment and institutional accommodations and support, and the model will be further improved as it undergoes field testing and receives input from the experiences of larger numbers of students on other campuses. The model, as it is institutionalized more broadly, will help bring about the systems change needed for students with disabilities in postsecondary settings. The model design will help them to assume leadership roles by allowing them to articulate an understanding of their own needs, as well as those of others.

Grant Number: H324R010020

The Super Seniors Project: Transitioning Students into Full-Time Competitive Jobs That Meet Their Person-Centered Career Goals

Project Director: Nietupski, John A.
Grant Wood Area Education Agency
4401 Sixth St. SW
Cedar Rapids, IA 52404-4499
Voice: 319-399-6442; *Fax:* 319-399-6457
E-mail: jnietupski@aea10.k12.ia.us

Beginning Date: 8/01/01
Ending Date: 7/31/04

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: This project will transition sixty students with disabilities from two rural and one urban school district into full-time competitive employment that matches their career goals. The project will replicate proven practices reflecting state-of-the-art research and proven theoretical models and curricula, including person-centered career planning, senior-year work experiences, and a fifth year of vocational training.

Method: The project will serve students in their senior year of high school and in a following, fifth year. The senior year program will provide person-centered career planning using a self-determination curriculum. Work experiences tied to the career plan of seniors with a wide range of disabling conditions will enable them to make informed career choices. The fifth year of education will provide community-intensive vocational skills training in community businesses to students with disabilities who have completed their senior year.

Products: The project will establish a model fifth-year vocational preparation program resulting in full-time competitive employment matching student career goals. It will develop a cadre of parents/consumers to serve as person-centered career planning facilitators and mentors and it will foster replication of the program through local, state, and national dissemination and technical assistance. The program will be sustained and institutionalized through the resource network.

Grant Number: H324R010022

Project SUNRISE Outreach: Systematic Use of Newly Researched Interventions by Special Educators

Project Director: Raab, Melinda; Dunst, Carl J.
Orelena Hawks Puckett Institute
18A Regent Park Blvd.
Asheville, NC 28806-3727
Voice: 828-255-0470; *Fax:* 828-255-9035
E-mail: raab@puckett.org; dunst@puckett.org

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Project SUNRISE Outreach will provide training to promote the adoption of quality practices in classroom settings serving infants, toddlers, and preschool children with disabilities, including community child care settings that are the natural environments of young children and families. The classroom practices are ones known to promote the optimal functioning of young children and their families.

Method: The model focuses on the influence of classroom and instructional practices on child and caregiver behavior and includes practices that are family-centered, developmentally appropriate, routine-based, functional, and responsive to child initiations toward their environment. Training will focus on seven components of the classroom ecology: 1) Program Foundation and Philosophy, 2) Management and Training, 3) Environmental Organization, 4) Staffing Patterns, 5) Instructional Context, 6) Instructional Techniques, and 7) Program Evaluation.

Products: Outreach activities will be individualized and highly responsive to adult learners, and will include on-site replication and follow-up training, awareness, dissemination, and coordination with staff level personnel.

Grant Number: H324R010036

Project DATA Outreach Training

Project Director: Schwartz, Ilene
University of Washington
Box 357925
Seattle, WA 98195-7925
Voice: 206-543-4011; *Fax:* 206-616-8177
E-mail: ilene@u.washington.edu
Website: http://depts.washington.edu/dataproj

Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: This outreach training will help district personnel implement and evaluate school-based programs for young children with autism based on Project DATA at the University of Washington (UW).

Method: The project blends the strengths of different disciplines (i.e., early childhood special education, early childhood education, and applied behavior analysis) to create a comprehensive school program for young children with autism that is effective for children and families and responsive to the needs of consumers (e.g., families and school district personnel). The project has several important features. First, it will provide school district teams with training at UW and follow up at their site and via interactive video conferencing. Second, the project will develop a number of training materials, including instructional programs and staff training materials that will be available over the Internet. Finally, the project will work with New Horizons for Learning to sponsor an Internet discussion about intervention issues for young children with autism.

Products: The outreach and training project is designed to meet the urgent need in Washington State and the WAMI (Washington, Alaska, Montana, Idaho) region for high-quality training in a proven model for school-based services for young children with autism.

Grant Number: H324R010038

Outreach Inservice Training in Traumatic Brain Injury: A Regional Team Approach

Project Director: Glang, Ann
Western Oregon University
Teaching Research Div.
345 N. Monmouth Ave.
Monmouth, OR 97361
Voice: 541-346-0594; *Fax:* 541-346-0599
E-mail: anng@oregon.uoregon.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Beverly Brightly
Voice: 202-205-9561
E-mail: beverly.brightly@ed.gov

Purpose: Educational services for students with traumatic brain injury are currently limited in scope and effectiveness due to a lack of validated instructional and training opportunities for educators. This project is an outreach project to disseminate an inservice training model developed in Oregon called "Model Inservice Training in Traumatic Brain Injury: A Regional Team Approach." This model will be expanded and refined to meet the needs of three Arizona school districts with diverse populations, administrative structures, and training needs.

Method: Team members will begin their initial training through a series of workshops on working with students with traumatic brain injury (TBI), focusing on incidence and etiology of brain injury; interventions to impact behavioral, academic, and social outcomes for students with TBI; working in partnership with families; and consultation skills to facilitate collaboration among school personnel. The workshops include assignments to allow participants to apply skills they learn in the school setting. In the project's second phase, team members will pair with experienced consultants to provide consultation and inservice training to educators in their regions who serve students with TBI. In the third phase, team members will work independelty, accessing technical assistance as needed from the experienced consultants. In Phoenix, the project will replicate the Oregon model, working closely with the State Department of Education and district-level TBI Coordinators. In Tucson and Flagstaff, where many educators have already been trained via the Arizona TBI Implementation project, the project will expand and refine the training, facilitate application of knowledge into practice, and help teams document the impact of team activities on students with TBI and their educators. In all three districts, the project will provide opportunities for team members to receive additional training in areas of identified need and work with teams to develop mechanisms for sharing resources with each other and with Oregon team members. In each district, the project will work closely with a local team of educators and parents to tailor the model to the needs of that district. The project will provide subcontracts to the Arizona Department of Education to carry out outreach activities. Teaching Research Division staff will provide technical assistance, training, materials, and evaluation.

Products: The project will result in application of the TBI Consulting Team Model in Arizona school districts that represent a wide range of previous educator preparation. The plan permits maximum flexibility in responding to the needs of the different districts.

Grant Number: H324R010043

California Transition Service Integration Expansion Project

Project Director: Sax, Caren L.; Certo, Nicholas J.
San Diego State University
5850 Hardy Ave., Suite 210
San Diego, CA 92182-5313
Voice: 619-594-7183; *Fax:* 619-594-4208
E-mail: csax@mail.sdsu.edu
Website: http://www.interwork.sdsu.edu/web_cont_edu/potsip.html

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This project will adapt and replicate the Transition Service Integration Model to meet the needs of at least six additional school districts and communities in California, in order to provide support for the transition from school to adulthood for individuals with significant disabilities.

Method: The Transition Service Integration Model has demonstrated that individuals with significant disabilities can experience a seamless transition from public school at the age of 22, be fully included in their home communities with an integrated direct-hire job at or above minimum wage, and have a stable system of long-term support for career expansion, recreation, postsecondary education, and general community access authorized and in place prior to graduation. The Transition Service Integration Model has been designed to better integrate the resources, expertise, and responsibilities of the three primary systems responsible for transition (public schools, the department of rehabilitation, and the state department of developmental disabilities) at the point when these students age-out of public school.

Products: The project will expand the model to other districts in California to ensure equal access for all students. Implementation of the project model will result in the seamless transition of at least 80 individuals with significant disabilities in California, and enhance generalizability of the model through adaptation to significant regional differences.

Grant Number: H324R010045

Project SEARCH

Project Director: Raab, Melinda; Dunst, Carl J.
Orelena Hawks Puckett Institute
18A Regent Park Blvd.
Asheville, NC 28806-3727
Voice: 828-255-0470; *Fax:* 828-255-9035
E-mail: raab@puckett.org; dunst@puckett.org

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Project SEARCH Outreach will promote adoption of an approach for enhancing child capabilities and documenting the outcomes of intervention with children, birth-8 years of age, who are very young developmentally.

Method: The intervention and evaluation model emphasizes: active learning games as a basis for promoting child competence; natural environments as the contexts for developing and implementing competency-enhancing interventions; parent-professional partnerships as the mechanism for developing, implementing, and documenting the effects of interventions; and the documentation of extended benefits as the indicators of intervention outcomes. The model includes: 1) procedures for identifying child strengths and selecting target behaviors, 2) procedures for developing and implementing active learning games that will provide the child with learning opportunities in natural environments, and 3) procedures for assessing and documenting the extended benefits of learning games on child and caregiving behavior. Outreach methods will be highly responsive, individualized, and considerate of the unique needs of adult learners, and will include on-site replication and follow-up training, awareness activities, dissemination, and coordination with state-level personnel.

Grant Number: H324R010046

LEAP Outreach

Project Director: Strain, Phillip S.
University of Colorado - Denver
Campus Box 193, P.O. Box 173364
Denver, CO 80217-3364
Voice: 303-556-3353; *Fax:* 303-556-3911
E-mail: phil_strain@ceo.cudenver.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Learning Experiences: An Alternative Program (LEAP) Outreach will provide training to early intervention staff in 18 replication sites in Colorado, Montana, and Oregon. The primary goal of the training is to assist children with autism in reaching their optimum level of development and to assist families of children with autism to reach their optimum effectiveness and confidence as they and their children are integrated fully into their respective communities. A second goal is to build supporting mechanisms and policies at the state level to ensure long-term support for the replication sites.

Method: The project will accomplish this goal by facilitating state-wide planning and conducting awareness activities specific to best practices for young children with autism and their families. The content of this outreach training is based upon intervention procedures that have been empirically validated at the LEAP project over the last 20 years, including 12 years of outreach work. LEAP preschool is a joint effort between the University of Colorado at Denver and the Douglas County School District, Parker, Colorado.

Products: This outreach project offers the following national-level contributions to knowledge and practice: 1) dissemination and replication of a service delivery model with unambiguous effectiveness data for typical children and children with autism and their families; 2) dissemination and replication of a service delivery model that will impact directly on the lives of as many as 1,200 children and families over a 36-month period; 3) dissemination and replication of an inclusive service delivery model for children with autism; and 4) dissemination and replication of an outreach model that is maximally efficient vis-a-vis personnel resources and compatible with developmentally appropriate services.

Grant Number: H324R010058

Postsecondary Innovative Transition Technology (Post-ITT) Outreach

Project Director: Bassett, Lee F.
Washington Research Institute
150 Nickerson St.
Suite 305
Seattle, WA 98109
Voice: 206-285-9317; *Fax:* 206-285-1523
E-mail: lbassett@wri-edu.org
Website: http://www.postitt.org

Beginning Date: 11/01/01
Ending Date: 10/31/04

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: By using the resources at this project's Web site, students with disabilities in the state of Washington will be able to access information to help them successfully transition from high school to postsecondary education. Developed as a model demonstration project, Post-ITT successfully links the disability service coordinators at Washington colleges with the students in a local school district and guides them through important transition issues.

Method: The methods used by this project include a Web site with 38 activities focusing on transition issues. These activities promote college preparation by assisting students to develop the knowledge and skills needed for successful transition planning to postsecondary education. Post-ITT will: expand the capacity of the current Web site to store and deliver disability service information on 80 postsecondary schools; implement a marketing system tied to state accountability; and develop Web-based distance learning for teachers, students, and parents of students with disabilities. The project will be a partnership between the Washington Research Institute and several state and private agencies.

Products: The collaborative nature of the project will help provide improved postsecondary outcomes for an estimated 1,800 students in 120 high schools. Post-ITT will provide a model for a nationwide system linking colleges with high school students with disabilities. Through these linkages, students with disabilities can increase their awareness of college opportunities and available disability and adult support services and can engage in sound transition planning for postsecondary education.

Grant Number: H324R010071

Increasing the Use of Family-Centered Practices in Early Intervention through Participatory Program Evaluation, Training, and Technical Assistance

Project Director: Brookfield, Jeffri
University of Illinois - Chicago
College of Education, Child & Family Dev. Center
1640 W. Roosevelt Rd. (MC 628), Room 336
Chicago, IL 60612
Voice: 312-413-1413; *Fax:* 312-413-1993
E-mail: jeffrib@uic.edu

Beginning Date: 1/01/02
Ending Date: 12/31/04

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will develop, implement, and evaluate an outreach program that begins with the assessment of the current status of family-centered practices using a participatory or empowerment evaluation approach.

Method: In the empowerment evaluation approach used by this project, practitioners, administrators, and families in early intervention and preschool programs, with the assistance of a program evaluator, design and implement an assessment of program practices. Results of the assessment are then used by the programs to identify specific practices that need to be eliminated, modified, added, or increased. Individualized training in family-centered philosophy and practices, specific to the assessment profiles of individual programs, will be provided by the outreach project. The project will also provide technical assistance to programs in identifying and modifying administrative and procedural barriers to family-centered practice.

Products: The project will build local capacity in two ways: first, the participatory/empowerment evaluation process provides guidance, training, and experience to practitioners, administrators, and families of participating programs in program evaluation methods, which can help in the acquisition of evaluation skills that individuals can use in other situations; and second, the outreach activities will be implemented across one-third of the programs in the state each year. This not only provides a research design for evaluation purposes, it allows individuals who have been through the process to participate as trainers/facilitators during the second and third years of the project. Additionally, the project will produce several instruments as well as a procedural manual and training manuals. The instruments include a survey for families concerning family-centered practices and observation instruments for identifying specific family-centered practices during the development of the Individualized Family Service Plan.

Grant Number: H324R020015

Career Planning Model for Students with Disabilities in Post Secondary Education

Project Director: Kregel, John
Virginia Commonwealth University
Rehab Research & Training Center on Workplace Supports
P.O. Box 842011
Richmond, VA 23284-2011
Voice: 804-828-1872; *Fax:* 804-828-2193
E-mail: jkregel@saturn.vcu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Debra Price-Ellingstad
Voice: 202-260-2121
E-mail: debra.price-ellingstad@ed.gov

Purpose: Strategies are needed on the postsecondary level to address difficulties faced by students with disabilities as they prepare for future employment. Students with disabilities in higher education are unable to obtain comprehensive career planning services, face problems in accessing needed accommodations while in school, have difficulty acquiring meaningful work experience prior to graduation, and are in need of specialized placement and support services after graduation. The Rehabilitation Research and Training Center on Workplace Supports at Virginia Commonwealth University (VCU- RRTC) will assist a minimum of nine colleges and universities (two-year and four-year) in Virginia to adopt, implement, and evaluate a proven individualized career planning model. The model is student directed and incorporates an array of university services and community supports that enable students to develop strategies to determine the accommodations or adaptations required for professions or employment settings and the transferring or arranging for those accommodations.

Method: The Career Connections Program model to be replicated has been extensively validated at the VCU-RRTC for seven years. The model builds on the essential elements of career development and planning for young adults with disabilities and emphasizes: 1) student direction and choice; 2) continuous career planning throughout the students' academic experience; 3) extensive involvement of employers in the planning process; and 4) coordination of university and community services designed to effectively meet the employment preparation needs of individuals with disabilities. To facilitate the replication and implementation of the model, the project will design and deliver a variety of training, technical assistance, and support activities, customized to meet the specific needs of each participating college or university.

Products: During Year 1 of the project, three Virginia universities and colleges will work with project staff to design an extensive technical assistance package that will best meet their implementation needs. At a minimum each participating site will receive five days of on-site technical assistance in the planning and implementation of the model. Three new Virginia sites will be added in Year 2 and again in Year 3 of the project. Follow-up support will continue to be provided to the original sites throughout the course of the project. Technical assistance will be provided in the form of Web casts, e-newsletters, electronic documents, Web site postings, Internet chat rooms and bulletin boards, conference calls, and evaluation activities.

Grant Number: H324R020020

The Arizona Student-Led IEP Outreach Project

Project Director: Love, Laura L.
Arizona State University
4701 W. Thunderbird Road, P.O. Box 37100
Phoenix, AZ 85069-7100
Voice: 602-264-9606; *Fax:* 602-543-3206
E-mail: laura.love@asu.edu

Beginning Date: 8/01/02
Ending Date: 7/31/05

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: InterAct Arizona is an outreach project to expand the Student-Led Individualized Education Program (SL-IEP) model within Arizona to schools in 54 sites over the three-year project period, enabling students to learn necessary self-determination and self-advocacy skills and to assume more control of the IEP process to the extent of their interests and capabilities.

Method: InterAct Arizona has worked with school districts, charter schools, adult services, and community organizations in all geographic areas of the state, providing a variety of tools to improve transition services for students with disabilities. Participation of students in the transition process ranged from simply introducing their parents at the IEP meeting, to working with teachers to plan the agenda and lead the meeting, to designing and implementing the content of the IEP. Students have made presentations with staff at state, national, and international conferences; parents have become more involved in promoting the model; and teachers have become part of the training and outreach team for InterAct Arizona's efforts to increase awareness about SL-IEPs. This project will continue the work of InterAct Arizona by accomplishing the following objectives: 1) establishing 54 outreach sites to implement SL-IEPs during the three-year project; 2) establishing teams for each site for implementation locally; 3) providing training for the site teams; 4) maintaining ongoing technical assistance to each site; 5) providing training to community and state stakeholders to promote sustainability; and 6) developing and disseminating products to facilitate replication in additional sites in Arizona and nationally.

Products: Project results will include: 1) involvement of at least 500 students in SL-IEPs; 2) increased participation of parents, students, and educators in IEP meetings; 3) increased awareness of related stakeholder groups about SL-IEPs; 4) interagency collaboration to sustain SL-IEPs in the state; and 5) interactive products, including CD-ROMs, videos, and manuals, to facilitate replication of the model.

Grant Number: H324R020030

SELF Outreach: Supports for Early Learning Foundations

Project Director: Howell, Richard; Harrison, Holly
University of New Mexico
1634 University Blvd. NE
Albuquerque, NM 87131-4006
Voice: 505-277-6006; *Fax:* 505-277-8975
E-mail: rhowell@unm.edu

Beginning Date: 7/01/02
Ending Date: 6/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: Self-regulation has become recognized as one of the most critical factors in understanding the course of a young child's development and its impact on daily care routines and behavior. The model on which this project is based, the SELF Model of Regulation, is a comprehensive, exemplary practice of assessment and intervention that incorporates a clinical reasoning process while addressing the complex nature of self-regulation. This project will continue the implementation of the SELF outreach activities and will provide additional empirical data as it aspires to become a "proven model." The Extended University of the University of New Mexico will provide training and technical assistance in the SELF Assessment-Intervention Process through a distance education outreach project.

Method: The SELF Outreach Project will offer accessible and innovative training and technical assistance to Region VI Head Start Trainers and Part C Training and Technical Assistance Teams in five partner states, focusing on personnel and family members in largely rural areas. Project staff will provide specific training and technical assistance by introducing the model of self-regulation and its application in a three-step assessment-intervention process. The theoretical framework of the SELF process is based on information from multiple disciplines, including education, psychology, occupational therapy, speech/language pathology, and medicine. The outreach project will offer four delivery strategy options: 1) self-contained training package (manual, CD ROM and Trainer's Guide with Audio Conferencing); 2) information on an interactive assessment World Wide Web site; 3) online workshops and courses, and 4) in-person demonstration, technical assistance, and follow-up training.

Products: More than 100 training and technical assistance personnel will receive direct training in the SELF Process. These individuals will in turn provide training to more than 1,000 early childhood personnel, thus impacting the lives of at least 10,000 young children and their families. The outreach components will be nationally disseminated, providing many more early childhood professionals and families from across the country the opportunity to receive information, training, and technical assistance.

Grant Number: H324R020041

The Infant Behavioral Assessment and Intervention Program Outreach Project: Supporting the Neurobehavioral Organization and Development of Infants with Disabilities

Project Director: Hedlund, Rodd
Washington Research Institute
150 Nickerson St., Suite 305
Seattle, WA 98109
Voice: 206-285-9317; *Fax:* 206-285-1523
E-mail: rhedlund@wri-edu.org

Beginning Date: 1/01/03
Ending Date: 12/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: The Washington Research Institute will replicate and disseminate a validated, proven intervention model specifically designed to support the neurobehavioral organization and development of the growing number of infants (newborn to eight months in developmental age) who are born with very low/extremely low birth weight or disabilities and to support their families.

Method: The model draws from the theory and research on early infant neurobehavioral organization and development as well as individualized, relationship-based, child-responsive intervention approaches. The intervention model will be used to train home-, center-, and community-based early intervention professionals, paraprofessionals, and parents in supporting the neurobehavioral organization and development of these infants. The project will improve educational services to infants born with very low/extremely low birth weight or disabilities and their families by helping 13 new outreach sites to adopt and replicate the model through instruction in two levels of training. These include: 1) Level I Training: training in the administration and implementation of the "Infant Behavioral Assessment," the "Neurobehavioral Curriculum," and "Holding Parents Holding Their Baby"; and 2) Level II Training: training staff-parent trainers to promote the replication of the core constructs of this model beyond the outreach period.

Products: The outcome of this project will be the dissemination and replication of a comprehensive neurobehavioral assessment and intervention program that supports the neurophysiological integrity of infants born with very low/extremely low birth weight or disabilities. Parents will benefit from the facilitation and support offered by the training, thus assuring mutually satisfying parent-infant interactions and confidence in their ability to support the neurobehavioral and developmental needs of their infant. Early intervention professionals and paraprofessionals will benefit by learning to provide appropriate neurobehavioral facilitation to these fragile infants during an assessment, intervention, or care-giving session.

Grant Number: H324R020046

Illinois Transition Outreach Training for Adult Living

Project Director: Koch, Christopher
Illinois State Board of Education
100 West Randolph St., Suite 14-300
Chicago, IL 60601-3268
Voice: 312-814-8498; *Fax:* 312-814-3171
E-mail: ckoch@isbe.net

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: The Illinois Transition Outreach Training for Adult Living (TOTAL) Project will provide outreach and technical assistance to replicate nine proven exemplary transition practices through regional train-the-trainer seminars, implementation training at the local level, and statewide distribution of multimedia training resources.

Method: The Illinois State Board of Education (ISBE) will serve as the lead agency and will assemble a State Transition Training and Technical Assistance Team of service providers, state agencies, young adults with disabilities, and families of youth with disabilities. The ISBE will provide the team members with train-the-trainer seminars in exemplary transition practices. The State Transition Team will subsequently provide train-the-trainer seminars to 150 regional representatives of consumer and advocacy organizations throughout Illinois. These individuals will then be qualified to conduct ongoing training and technical assistance in exemplary transition practices within their regions. The State Transition Team also will build local capacity to provide and implement exemplary transition practices through delivery of outreach training to 20 local sites throughout the state to advance schoolwide replication.

Products: The TOTAL Project will develop multimedia resource packages for providing train-the-trainer and implementation self-study opportunities to learn exemplary transition practices. The multimedia resource packages will be produced in a variety of accessible formats and disseminated to interested parties throughout the state. The State Transition Team will assist the ISBE in developing and implementing a systemic sustainability plan for incorporating training and technical assistance regarding exemplary transition practices into the existing structures of state agency service providers and consumer and advocacy organizations.

Grant Number: H324R020050

Making the Right to Communicate a Reality for Young Children with Severe or Multiple Disabilities

Project Director: Rowland, Charity; Schweigert, Philip
Oregon Health & Science University
OHSU/OIDD - Center on Self-Determination
3608 S.E. Powell Blvd.
Portland, OR 97202
Voice: 503-232-9154; *Fax:* 503-232-6423
E-mail: rowlandc@ohsu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Anne Smith
Voice: 202-205-8888
E-mail: anne.smith@ed.gov

Purpose: This project will address the needs of the children and youth, ages 3-21, with severe or multiple disabilities (including low-incidence disabilities) who are not able to use speech, manual signs, or high-tech communication devices.

Method: The project will be an extension of other federally funded outreach projects that have targeted communication intervention and alternative forms of communication in the early childhood population in parts of the western, midwestern, and eastern U.S. This project will extend the other projects in three ways: 1) the project staff will be able to respond to requests from audiences who are involved with children of all ages because these strategies are applicable across the life span and many individuals who have not been exposed to appropriate communication intervention at an early age are able to learn to communicate effectively once an appropriate system is targeted; 2) the geographic area to be served will be expanded to include the entire United States; and 3) the project will develop an online course so that the communication intervention training will become widely and permanently available beyond federal funding.

Products: The online course will constitute a new training mechanism that will make distance education available. The course will disseminate effective alternative communication intervention strategies to professionals, parents, and speech-language pathologists across the United States in a manner that will promote long-term impact.

Grant Number: H324R020063

Outreach Project on Developing, Implementing, and Evaluating Best Transition Practices in Postsecondary Settings for Students Age 18 or Older with Significant Disabilities

Project Director: Neubert, Debra
University of Maryland
1308 Benjamin Bldg.
College Park, MD 20742-1161
Voice: 301-405-6466; *Fax:* 301-314-9158
E-mail: dn6@umail.umd.edu

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Deborah Price-Ellingstad
Voice: 202-260-2121
E-mail: deborah.price@ed.gov

Purpose: This project has identified and established a network of 17 programs in 11 local school systems in Maryland and other programs across the country, serving students with significant disabilities in postsecondary settings. Using this network as the basis for outreach activities, the project staff from the University of Maryland, working in conjunction with personnel from the Division of Rehabilitation Services and the Division of Special Education of the Maryland State Department of Education, will create and disseminate training and products designed for students with significant disabilities.

Method: The project will: 1) expand a Website that provides a national audience of professionals, families, and students with an on-going, updated source of information, training, and access to products supporting students with significant disabilities in postsecondary settings; 2) develop Web-based training modules; 3) pilot test the "Guide for Transition Services in Postsecondary Settings" in three states to improve planning, implementation, and evaluation of transition services; and 4) produce and distribute products, training, and information to a national audience of professionals, families, and students regarding practices and evaluation methods for supporting students with significant disabilities in postsecondary settings.

Products: The project will expand a World Wide Web site, develop Web-based training modules, produce a transition services guide, and disseminate training and information.

Grant Number: H324R020064

National Parent Leadership Development Project for ICCs

Project Director: Robison, Richard J.
Federation for Children with Special Needs
1135 Tremont Street, Suite 420
Boston, MA 02120-2140
Voice: 617-236-7210; *Fax:* 617-572-2094
E-mail: rrobison@fcsn.org

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The National Parent Leadership Development Project for Interagency Coordinating Councils (ICCs) will develop a diverse group of ICC parent leaders who will possess the skills necessary to positively impact the Early Intervention program (IDEA, Part C) and its delivery of services to children birth to three in their states by serving effectively on statewide coordinating councils and their committees or subcommittees.

Method: The Federation for Children with Special Needs has developed a leadership support model with input from parent leaders in 25 states across the country. Based on a series of national training institutes and participatory inventories of needs and issues for parent leaders, the model focuses on key areas: the notion of a personal leadership style and how it applies to a constituent representative; strategies for understanding complex organizational systems and how to function within them; and using a family's personal experiences to amplify policy issues. Addressing the urgent need for skilled parent leaders who are actively engaged in collaborative policy in such positions, the project will address four key activities: 1) provide training to parents for effective participation in state ICC activities through annual ICC parent leadership institutes in five states (15 states over three years); 2) ensure and support the replication of the leadership development training and implementation of the state teams' action plans through follow-up technical assistance; 3) establish collaborative relationships with states and other entities to gain support of and participation in leadership institutes and in project leadership replication activities; and 4) facilitate networking and linkages among ICC parents nationally, including those from diverse and traditionally underserved populations, through technology and other supports.

Products: The following outcomes will be achieved: 1) state ICCs will be better able to meet the parent training needs and will be better able to recruit and retain parent leaders from the field; 2) there will be a stronger and more diverse parent voice that will have an effective impact on policy development related to services for young children and their families; 3) there will be an increase in parent participation in leadership roles in other educational and service settings; and 4) a network of trained parent leaders will be available to assist each other and other parents dealing with leadership issues.

Grant Number: H324R020065

Louisiana Youth Leadership Forum

Project Director: Everson, Jane M.
Louisiana State University
Health Sciences Center
Human Development Center, 1100 Florida Ave., Bldg. 138
New Orleans, LA 70119-2799
Voice: 504-942-8203; *Fax:* 504-942-8305
E-mail: jeverson@lsuhsc.edu; jmeverson@charter.net

Beginning Date: 8/01/02
Ending Date: 7/31/05

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: The goal of the Louisiana Youth Leadership Forum (LYLF) is to replicate a proven transition model for enhancing the self-determination of youth with disabilities as they make the transition from high school to adult life.

Method: The LYLF will implement four objectives: 1) sponsor a four-day leadership forum each summer for 35 high-school students with disabilities; 2) identify four outreach components of the model most effective in increasing both self-determination abilities and postschool outcomes; 3) evaluate the impact of the LYLF; and 4) disseminate replication materials and evaluation data nationally. The LYLF will operate as a collaborative effort among the Human Development Center, Families Helping Families, and the Governor's Office of Disability Affairs.

Products: The LYLF will accomplish four outcomes: 1) 35 adolescents with disabilities will participate each project year in the LYLF; 2) 30 adults with disabilities will be identified each project year to serve as role models; 3) the LYLF will be operational in all 64 of Louisiana's parishes (counties); and 4) replication materials, evaluation data, and training opportunities will be disseminated nationally via inservice training to professionals, families, and self-advocates. These outcomes will enable the LYLF both to continue beyond federal funding and to provide measurable evidence of maintenance and growth in participants' self-determination abilities and postschool outcomes.

Grant Number: H324R020067

Project CBIS Outreach — Comprehensive Behavioral and Instructional Support: An Outreach Model for Diverse Learners

Project Director: Burke, Mack D.; Hagan-Burke, Shanna
University of Georgia
552 Aderhold, Special Educ Dept.
Athens, GA 30602
Voice: 706-542-4566; *Fax:* 706-542-4566
E-mail: mburke@coe.uga.edu

Beginning Date: 6/01/02
Ending Date: 5/31/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project will replicate, implement, and evaluate a proven integrated outreach model of effective behavioral and instructional systems change in rural and urban school districts in Georgia and Alabama who are serving culturally, economically, socially, and academically diverse student populations.

Method: The CBIS-Outreach continuum emphasizes the use of data and a team-based problem-solving process to guide the careful adoption of research-validated practices and systems. Priority is given in this model to approaches that: 1) focus on explicit, systematic techniques that promote academic and social success; 2) can be integrated into an effective academic and behavioral curriculum; 3) maximize student engagement and achievement; 4) are acceptable to the school and community; 5) are sustainable and durable and demonstrate contextual fit; and 6) are culturally appropriate and respectful of individual differences.

Products: CBIS-Outreach will provide a means of prioritizing, organizing, integrating, and operationalizing current school, district, and state initiatives. The project will provide a framework for: 1) practices that support improvement of student social development and achievement; 2) systems that support the adoption and sustained use of empirically validated practices; and 3) data structures that support decision making related to student performance.

Grant Number: H324R020077

CMI-Outreach Project

Project Director: McWilliam, Phyllis J.
University of North Carolina - Chapel Hill
CB#8180, Chapel Hill, NC 27599-8180
Voice: 919-966-5098; *Fax:* 919-966-7532
E-mail: pj_mcwilliam@unc.edu
Website: http://www.fpg.unc.edu/~cmi/

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The CMI-Outreach Project will increase awareness of the Case Method of Instruction (CMI) and facilitate its use in early intervention preservice and inservice personnel preparation.

Method: A major focus of project activities will be the direct training of preservice and inservice instructors in the use of CMI. An intensive three-day training program will be offered to instructors in six states in the U.S. Innovative features of this training include: 1) all instructors will participate in training with a partner or team to ensure that they have readily available support for implementing CMI in their own courses or workshops following their participation in training; 2) the curriculum will take participants through a progression of training activities to ensure adequate skills for conducting CMI after training (awareness, knowledge, skill development through modeling, and practice with feedback); 3) all training participants will develop written plans for incorporating CMI into their existing training responsibilities (i.e., university courses, workshops/seminars); 4) a follow-up session will be held approximately six months after the initial training to assess participants' implementation of CMI and to address any concerns or areas of difficulty they may have experienced in using the method; 5) all participants will agree to assist in conducting at least one training event in their own state in which they share their knowledge, skills, and experience in using CMI with other preservice and inservice instructors (i.e., train-the-trainer approach); 6) a state advisory board will be identified and convened in each of the six targeted states to help identify needs and to generate support needed by training participants to follow-through with their plans to use CMI and to train others in the method.

Products: In addition to providing direct training for instructors in targeted states, the project will also engage in activities aimed at national dissemination of the information about CMI and resources to support instructors using the method. These efforts will include a World Wide Web site that provides public access to case materials, a Web-based "bulletin board" for the exchange of information and ideas among instructors, and a series of on-line discussions with CMI experts. The project will also undertake the task of writing case stories and related training materials that are specifically designed for the use of training of allied health professionals, as this is an area of needed resources. Finally, the project will write, field test, and distribute a guidebook on case writing in order to encourage and enable instructors to write their own case stories.

Grant Number: H324R020085

The Mastery Outreach Project: To Improve Outcomes for Children Ages Two to Eight with Significant Disruptive Behaviors and Their Families

Project Director: Woodruff, Geneva
Concord Family and Youth Services, Inc.
25 Monmouth Ct.
Brookline, MA 02446
Voice: 617-232-0600; *Fax:* 617-735-1888
E-mail: Genevawoodruff@compuserve.com

Beginning Date: 10/01/02
Ending Date: 9/30/05

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The Mastery Project will improve services and achieve optimal developmental outcomes for children ages two to eight in early intervention and special education programs who have significant disruptive behaviors and are at risk for serious emotional disturbances and developmental delays.

Method: The model upon which the project rests is the Family-Centered Mastery Intervention Model (FCMIM). The model is based upon empirically supported methods of intervention that have been shown to reduce disruptive behaviors in young children, allow them to participate and succeed in regular classrooms, and prevent them from requiring segregated special education placements and related mental health services. The Mastery Project will provide training and support to early intervention, early childhood special education, Head Start, and elementary school special and regular education administrative, teaching, and related personnel to: 1) work effectively with children with disruptive behaviors in their natural learning environments (home and mainstream classrooms and program environments) and 2) work with the children's families individually and in parent behavior management training sessions on ways to effectively manage their children's behavior and to promote their social, emotional, and cognitive growth and development. The four primary activities for the project include: collaborative planning, product development, replication training and technical assistance, and dissemination activities and awareness training.

Products: Products will include journal and newsletter articles, position papers, a project brochure, one-page information sheets, and the FCMIM manual. The manual will provide empirically supported strategies for intervening with young children with serious disruptive behaviors in their natural learning environments and for their families. In addition, four awareness training workshops and presentations will be made at state, regional, and national conferences. Information about the project will also be disseminated through print, national electronic networks, and the project's listserv. In the third year of the project, an Institute on Serving Children with Serious Disruptive Behavior and Their Families will be conducted and offered to 100 training participants. During the three years of the project, over 255 early intervention and early childhood administrators, staff, and families located in 17 programs in at least four states will receive replication training and technical assistance. In addition, another 1,000 individuals will be reached through the project's products, public awareness, conference presentations, and dissemination activities.

Grant Number: H324R020086

Project SKI*HI Outreach: Early Intervention for Infants and Young Children Who Are Deaf or Hard of Hearing and Their Families

Project Director: Pittman, Paula
Utah State University
6500 Old Main Hill
Logan, UT 84322-6500
Voice: 435-797-5589; *Fax:* 435-797-5580
E-mail: ppittman@cc.usu.edu

Beginning Date: 10/01/02
Ending Date: 12/31/05

OSEP Contact: Louise Tripoli
Voice: 202-205-0378
E-mail: louise.tripoli@ed.gov

Purpose: This project will assist agencies in implementing a proven early intervention program (the SKI*HI model) to address the critical needs of infants, toddlers, and preschool-age children who are deaf or hard of hearing and their families, through training and resources that feature the most current and essential information available in the field of early childhood deaf education.

Method: Project activities will include: 1) promote awareness of services; 2) identify and select SKI*HI replication sites and SKI*HI recertification sites; 3) assist new agencies in implementation of the proven SKI*HI early intervention program model through effective training procedures; 3) assist existing SKI*HI sites in recertifying and updating their current early intervention staff on new materials and information in the field; 4) offer technical assistance and follow up to implementing sites; 5) develop and disseminate high quality resource, training, and awareness products; 6) designate and train six regional coordinators to organize training activities and assist with development of training materials; 7) coordinate with national and local dissemination and service agencies; and 8) evaluate the effectiveness and impact of project strategies and services.

Products: The outcomes and products of this project include: 1) outreach services to six new implementing agencies/states to establish SKI*HI services; 2) recertification training on new program components in the SKI*HI Resource manual to existing SKI*HI trained early interventionists in 40 states; and 3) new training materials developed to coincide with new resource materials.

84.324S

RESEARCH INSTITUTE TO IMPROVE RESULTS FOR ADOLESCENTS WITH DISABILITIES IN GENERAL EDUCATION ACADEMIC CURRICULA

Grant Number: H324S990001

The Institute for Academic Access: A Research Institute to Improve Results for Adolescents with Disabilities in General Education Academic Curriculum

Project Director: Deshler, Donald D.; Schumaker, Jean B.
University of Kansas - Lawrence
Center for Research on Learning
1122 West Campus Rd., Rm. 521
Lawrence, KS 66045
Voice: 785-864-4780; *Fax:* 785-864-5728
E-mail: ddeshler@ukans.edu; jschumak@ukans.edu
Website: http://www.academicaccess.org/

Beginning Date: 9/01/99
Ending Date: 8/31/04

OSEP Contact: Bonnie Jones
Voice: 202-205-8649
E-mail: bonnie.jones@ed.gov

Purpose: The Institute for Academic Access (IAA) will conduct research to create instructional methods and materials that will provide students with disabilities authentic access to the high school general education curriculum. Additionally, the project will work with the staff of other research institutes and a variety of other professional and advocacy organizations to ensure dissemination to a wide audience.

Method: The IAA will bring together eight investigators to work under a common conceptual framework to build an understanding of high schools as they relate to students with disabilities, to construct interventions that improve the performance of these students, to determine the effects of the interventions with regard to student outcomes, and to integrate the interventions into a comprehensive instructional model. Training and research opportunities will be provided for graduate students.

Products: The IAA will create effective instructional interventions that can be used across the subject areas. It will develop effective ways to help teachers learn about and implement those interventions and it will develop effective ways for helping schools to reform their educational processes. The institute will create tools to improve the performance of students so that they are active participants in the learning community, earning average or above-average grades, and meeting specified standards in the general curriculum. Finally, it will disseminate its findings nationally to practitioners and trainers through manuals, videotapes, workshops, and other media.

84.324T

MODEL DEMONSTRATION PROJECTS FOR CHILDREN WITH DISABILITIES

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Grant Number: H324T990001

Baltimore Transition Connection: Integrated Community-Based Education for Young Adults with Disabilities

Project Director: Davis, Helena
Baltimore City Public Schools
200 E. North Ave., Rm 205
Baltimore, MD 21202
Voice: 410-396-8925; *Fax:* 410-396-8930
E-mail: hdavis@bcps.k12.md.us

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: The Baltimore Transition Connection is designed to improve the employment prospects of youth with significant disabilities and to decrease the circumstances that produce educational segregation for them. It will do this through the sequential, system-wide implementation of an age-appropriate, community-based transition program in the Baltimore City Public School System (BCPSS).

Method: The model will be implemented through the careful re-deployment of BCPSS staff, the redesign of curriculum, the cooperation with post-secondary educational institutions, collaboration with adult service providers, and participation of youth with disabilities and their families. The program will be entirely community-based and in age-appropriate environments. The instructional design will be highly individualized, based on the students' Individualized Education Programs, and will emphasize community experiences, especially those that are work-based.

Products: Targeted instructional outcomes will include students exiting their education with a job intended for long-term employment, as well as with ongoing support from adult service entities. By the end of the federal support of this project, the educational delivery model will have been instituted for the majority of youth served by BCPSS. Dissemination of project materials will be done through the Maryland Transition Initiative and through journal publication and conference presentations.

Grant Number: H324T990006

Enhanced Child Find through Newborn Hearing Screening

Project Director: Bruder, Mary Beth
University of Connecticut
Health Center
School of Medicine Dept. of Pediatrics, 263 Farmington Ave., MC 6222
Farmington, CT 06030-6222
Voice: 860-679-1500; *Fax:* 860-679-1588
E-mail: bruder@nso1.uchc.edu
Website: http://www.uconnced.org/nhs/nhshome.htm

Beginning Date: 1/01/00
Ending Date: 12/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: This project will develop, implement, evaluate, and disseminate a model that promotes early identification for all eligible children through mandatory hearing screening. The goal of the project is to provide information, education, and support for families whose infants fail the initial hearing screen and are referred for further evaluation and early intervention, if eligible.

Method: In addition to developing materials to be disseminated to parents and professional health care personnel, the project will develop a parent-to-parent model of support for families as they move from screening to evaluation and early intervention. The project will initially be developed at the University of Connecticut Health Center's hospital and expanded to seven other birthing hospitals in the North Central Region of Connecticut.

Products: To assist in replicating the model, the project will produce and disseminate informational, educational, and support materials such as booklets, videotapes, and an Internet Website for parents and professionals. The materials will be a prenatal resource for all parents in preparation for newborn hearing screening. The materials will help guide families if they require further evaluation or early intervention.

Grant Number: H324T990012

Learning to Learn: A Systematic Child-Centered Model for Skill Development in Young Children Who Are Deaf-Blind

Project Director: Rowland, Charity
Oregon Health & Science University
Child Development and Rehab Center
Office of Research Services, 3181 S.W. Sam Jackson Park Road
Portland, OR 97201-3098
Voice: 503-232-9154; *Fax:* 503-232-6423
E-mail: Rowlandc@ohsu.edu
Website: http://www.designtolearn.com

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Charles Freeman
Voice: 202-205-8165
E-mail: charles.freeman@ed.gov

Purpose: The Learning to Learn Project will develop a model of skill development for 3- to 8-year-old children who are deaf-blind that will target the fundamental skills necessary to understand and master the social environment (social interaction and communication) and the physical environment (manipulating objects and negotiating obstacles and barriers). The model will integrate research-based materials into transition strategies to ensure continued progress.

Method: Major phases of the project include model development, implementation, field testing, evaluation, and dissemination of final products. The model's instructional content will consist of teaching the social, communicative, and cognitive skills needed to interact with the social and physical environments. Individualized interventions will harness the intrinsic motivations of each child. Systematic instruction will involve families and professionals and allow them to understand how learning unfolds, how intervention plans relate to the child's current skills, and how they can support the development of new skills.

Products: The project's outcomes will be student understanding and mastery of the social and physical environments that will allow the child to take in new information, respond to it, and act on it appropriately.

Grant Number: H324T990014

Class-Wide Peer Tutoring Infused into the Beginning Reading Curriculum of Young Children

Project Director: Terry, Barbara J.; Greenwood, Charles
University of Kansas - Lawrence
Center for Research, Inc.
Inst for Life Span Studies, 2385 Irving Hill Rd.
Lawrence, KS 66045
Voice: 913-321-3143; *Fax:* 913-371-8522
E-mail: terryb@ku.edu; greenwood@ukans.edu
Website: http://www.jgcp.ku.edu/Grants/Begin_Read.htm

Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project will combine recent class-wide peer tutoring (CWPT) research with new research on early reading skills, in order to develop, demonstrate, evaluate, and disseminate a version of CWPT-Beginning Reading for use in primary reading instruction.

Method: The project will develop a set of curricular and instructional interventions built on principles of curricular design in reading, reciprocal-peer-teaching, integration with other "teacher-mandated reading programs," behavior management, and instructionally relevant measurement. Based on research and participation of school personnel, the project will frame and implement a plan, including professional development, to provide a comprehensive, effective, and sustainable approach for K-3 general and special education teachers and staff who serve children who are at risk, are culturally diverse, have mild disabilities, and are included in the general education curriculum.

Products: The project will improve the quality and efficiency of CWPT and encourage wider-scale uses of the technique, increasing benefits to literacy. Benefits will be realized directly by the 264 students (40 with learning disabilities) and the 48 teachers who participate in the project. Products will include curricular and instructional interventions in early reading materials that teachers can easily use, training formats for establishing and maintaining use, and research evidence of effectiveness based on multiple methods replicated at multiple sites.

Grant Number: H324T990015

Early Connections

Project Director: Nelson, Debra
University of New Hampshire
Institute on Disability
7 Leavitt Lane, Suite 101
Durham, NH 03824
Voice: 603-862-0560; *Fax:* 603-862-0555
E-mail: djnelson@hopper.unh.edu

Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The Early Connections Project synthesizes a variety of approaches for state and local child find to address the issue of early identification for young children and their families. It is a collaborative project of key state agencies, a state university, a medical school, and local providers and families. The project will work with six New Hampshire communities to promote statewide hearing and vision screening, family participation in a screening system, and linkages among practitioners and agencies concerned with early identification.

Method: The project will establish and support a state-level policy and practices review committee and advisory committee to promote a comprehensive, collaborative, value-based, child find system across state and other agencies concerned with young children and their families. It will establish and support community demonstration teams in six New Hampshire communities to promote child find policies and practices at a local level. It will conduct evaluation of all project processes and materials and work with communities and constituents to design and implement a plan to infuse successful processes and strategies in communities throughout the state.

Products: The project will disseminate information, strategies, resources, and materials in a variety of user-friendly formats to wide audiences throughout the state and nationally. Through its efforts, the project expects an increase in the number and percent of eligible infants and toddlers and their families to be identified and served under Part C of IDEA, an increase in the number of young children who participate in hearing and vision screening in the target communities, and an increase in the number of families participating in parent-completed screening and monitoring of their young children. The project also expects an increase in the adoption of exemplary child find policies and practices at the state and local levels.

Grant Number: H324T990018

Reading and Intensive Learning Strategies (RAILS): A Model of Early Reading Instruction

Project Director: Stevens, Robert; Hall, Tracey E.; Van Meter, Peggy
Pennsylvania State University
Educ/School Psych & Special Ed
202 Cedar Bldg
University Park, PA 168023206
Voice: 814-863-2417; *Fax:* 814-863-1002
E-mail: rjs15@psu.edu

Beginning Date: 8/15/99
Ending Date: 8/14/03

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: The RAILS project is a model reading program for special education and inclusive classrooms. It is composed of three elements: structural, assessment, and curricular. The structural component uses a distributed practice model (reading occurs twice daily); the assessment component incorporates curriculum-based measurement (CBM); and the curricular component has explicit instruction in six component areas: alphabetic understanding, phonemic analysis and word reading, vocabulary, listening comprehension, reading comprehension, and literacy in the home.

Method: Classroom teachers will be trained to delivery the RAILS model through workshops, model demonstrations, and coaching. In the first year, teachers will be trained on structural and curricular components. Training in CBM will be done in the second year. District personnel will be prepared as site trainers and RAILS will be transported to a second site for institutional support.

Products: The project has several levels of dissemination: local, state, and national. The transportability of the model to a second school within the district will be studied. Teacher-trainers who have used the model will assist in training the teachers in dissemination sites, building the district's capacity to maintain the model beyond the project time period. A wide audience will be reached at all three levels through conferences for researchers and practitioners, and through publication in journals. A Website will describe the RAILS project and the results of the applied research.

Grant Number: H324T990023

Dynamic Community Connections: A Process Model for Enhancing Child Find in Rural Areas

Project Director: Maloney, Ted; Killoran, John; Spiegle-Stinger, Jan
University of Montana
Rural Institute on Disabilities
52 Corbin Hall
Missoula, MT 59812
Voice: 406-243-2897; *Fax:* 406-243-2349
E-mail: tmaloney@selway.umt.edu; killoj@wou.edu
Website: http://ruralinstitute.umt.edu/dccpchildfind/dccp1.htm

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The Rural Institute at the University of Montana and the Teaching Research Division at Western Oregon University will develop a model for individualizing local child find programs in rural areas. The model will ensure the comprehensiveness of local Part C IDEA child find and public awareness activities in rural areas in order to identify and refer infants and toddlers who are at risk or have developmental delays.

Method: The model will be family-centered in order to promote easy and multiple access to public awareness information and child find activities for families. It will be focused on finding infants and toddlers as early as possible, and it will be individualized to meet the unique characteristics of rural communities and areas. The project will start where each community/area is in implementing public awareness and child find activities, and advance from there. It will be diversified in the inclusion of local partners necessary to create a comprehensive public awareness campaign designed to reach all population groups.

Products: The project will establish a resource center which will include public awareness and child find information programs and materials to support local activities. The model will be implemented, evaluated, revised, and replicated in Montana and Oregon Part C early intervention service agencies. These activities are devised to build local capacity to continue the model after the demonstration phase. The utility and potential for dissemination in other states and programs will be strengthened by the model replication.

Grant Number: H324T990024

Project PRIDE: Preventing and Remediating Reading Problems through Early Identification and Direct Teaching of Early Literacy Skills

Project Director: Bursuck, William D.; Munk, Dennis D.
Northern Illinois University
Office of Assoc Dean for Res
Dept of Teaching & Learning
DeKalb, IL 60115
Voice: 815-753-8441; *Fax:* 815-753-8594
E-mail: bursuck@niu.edu; dmunk@niu.edu
Website: http://www.cedu.niu.edu/pride

Beginning Date: 1/01/00
Ending Date: 12/31/03

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: Project PRIDE is a multi-tiered, research-based prevention and remediation model for grades K-3 that offers extra support for students with learning disabilities at the first sign of reading difficulty. Student support is offered along a continuum of intensities or instructional tiers which deliver maximum access to general education programs while providing more intensive services if needed.

Method: Project PRIDE is based on research in reading decoding, reading comprehension, effective instruction, positive and long-lasting school change, and the use of volunteers in the schools. The project will incorporate multiple measures of results to determine the effectiveness of the model and its components, including student, teacher, and parent outcomes.

Products: The project model incorporates a number of features, including a battery of assessments for early identification of reading problems, a continuum of reading interventions, a research-based beginning reading curriculum that teaches phonemic awareness, specific strategies for coordinating reading programs for at-risk students and students with disabilities, and a progress monitoring system that is sensitive to student growth and helps them move through the continuum of interventions. The project will produce detailed procedures and materials to enable others to replicate the model through separate training manuals and videos. Findings will be disseminated through a Webpage; distance learning; and presentations that can be utilized by local, state, and national parent and literacy groups.

Grant Number: H324T990025

Project SALUTE: Successful Adaptations for Learning to Use Touch Effectively

Project Director: Downing, June; Chen, Deborah
California State University - Northridge
Dept. of Special Education
18111 Nordhoff St.
Northridge, CA 91330-8265
Voice: 818-677-4604; *Fax:* 818-677-7804
E-mail: deborah.chen@csun.edu
Website: http://www.projectsalute.net

Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Charles Freeman
Voice: 202-205-8165
E-mail: charles.freeman@ed.gov

Purpose: Project SALUTE (Successful Adaptations for Learning to Use Touch Effectively) addresses the learning needs of children who are deaf-blind or who have severe visual impairments and require a primarily tactile mode of learning. The project will identify, document, and develop tactile strategies and produce materials to assist service providers and family members to interact more effectively with these children.

Method: The project will bring together experts in the field, family members, and service providers through a national advisory and development committee and in focus groups to identify the tactile learning needs of children who are deaf-blind, and to develop strategies to address these needs. The first year of the project will involve a thorough review of the literature, gathering data to be used in the second and third years to develop and field test a manual and videos that demonstrate strategies and methods to enhance tactile learning.

Products: In the final year of the project, the manual and videos will be disseminated through a variety of mechanisms and sent to national and state technical assistance projects serving children who are deaf-blind and their families. Videos will be closed-captioned and narrated in English and Spanish. Arrangements will be made for commercial publication of the materials after the project period, ensuring widespread and long-term effects of project activities.

Grant Number: H324T990026

Interagency Collaboration for Child Find

Project Director: Robinson, Cordelia; Rosenberg, Steve
University of Colorado - Denver
HSC-JFK Partners
4200 East Ninth Ave., Campus Box C-221
Denver, CO 80262
Voice: 303-864-5261; *Fax:* 303-864-5270
E-mail: robinson.cordelia@tchden.org; steven.rosenberg@uchsc.edu
Website: http://www.jfkpartners.org/interagency.asp

Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The goal of this program is to increase referrals to and coordination with Part C eligible children from the child welfare system. Project activities will focus on children, birth to 36 months, who have, or are at risk for, developmental disabilities and who are enrolled in child welfare services through foster care or child protection.

Method: The program will use information in CWEST (Colorado's Child Welfare Eligibility System) and the Colorado Part C Child Count to identify children who may be Part C eligible, who are not receiving Part C services and supports. Names of these children will be provided to county social service workers, who will contact families regarding possible eligibility. Screening will be done through social services to determine if referral to Child Find is warranted. Project staff will work with social services, Child Find/Part C, and the Colorado PEAK Parent Training and Information Center toward the objective of increasing referrals to Part C and coordination of services, supports, and funding sources.

Products: The project will result in increased referrals to Child Find and enrollment of target children in early intervention programs. A number of products will be developed, field-tested, and disseminated, including: 1) documentation of this approach to facilitating referrals; 2) a detailed syllabus which will combine both didactic and hands-on training techniques, print, slide, and video materials to be used in supporting the on-site technical assistance model; 3) detailed information illustrating the specific barriers encountered and the strategies for addressing them; and 4) dissemination of case studies illustrating the impact of procedures to increase enrollment and coordination of services and supports in inclusive environments. The project's technical assistance services will include workshops, consultation, on-site technical assistance, and the provision of screening tools.

Grant Number: H324T990029

A Community-Based Transition Model for Youth Ages 18-21

Project Director: Merz, Jacqueline; Eldridge, Cynthia
Franklin County Education Service Center
1717 Alum Creek Road
Columbus, OH 43207-1754
Voice: 614-445-3750; *Fax:* 614-445-3767
E-mail: merz@fcesc.org; eldridge@fcesc.org

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: Franklin County Educational Services Center and the Ohio State University Medical Center will establish a model program at the Medical Center that delivers work-site learning to youth with moderate and severe disabilities in an age-appropriate setting. Students will gain in-depth work-site experiences that are supported by a curriculum that emphasizes self-determination, choice, employability, and job search skills.

Method: Through this project, students will receive situational assessment, job training, job placement, and follow-along services as part of their education. The project has established a classroom at the Columbus State Community College for youth with disabilities who have not left secondary school and will receive services through age 21. The project will be guided by a participatory action team (PAT) composed of parents, students, business representatives, and school and agency personnel. The PAT will contribute to the design, implementation, and evaluation of the program.

Products: Through the model, the project will facilitate school and community partnerships to improve students' transition services and outcomes, and it will implement the transition to employment through the Individualized Education Program process using Social Security Work Incentives for youth receiving Supplemental Security Income. The project will increase the percentage of youth participating in employment through an intensive job exploration, training, and placement program at the local medical center. It will develop products for parents, students, school personnel, adult services agencies, and businesses to assist other local education agencies to replicate the model.

Grant Number: H324T990030

Project SPARKLE: Supporting Parent Access to Resources, Knowledge, Linkages, and Education

Project Director: Alsop, Linda
Utah State University
College of Education/Com D-DE
6500 Old Main Hill
Logan, UT 84322-6500
Voice: 435-797-5598; *Fax:* 435-797-5580
E-mail: lalsop@cc.usu.edu
Website: http://www.sparkle.usu.edu/

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Charles Freeman
Voice: 202-205-8165
E-mail: charles.freeman@ed.gov

Purpose: Project SPARKLE (Supporting Parent Access to Resources, Knowledge, Linkages, and Education) will develop a new model of individualized learning that will enhance the ability of parents of children who are deaf-blind.

Method: The project will meet the need for learning that is tailored to specific child and family needs by providing parent access to information, training, resources, and linkages, via the Internet in their homes. Parent curricula, media, and other materials will be designed and developed to support individualized learning. During the project, parents will be linked to multiple resources, including local parent centers, community supports, national organizations, and other parents of children who are deaf-blind. Support will also be provided for children through the Individualized Family Service Plan/Individualized Education Program process.

Products: The individualized learning program developed by this project can greatly increase parents' knowledge of educational problems, issues, and effective strategies for their children who are deaf-blind. A general curriculum manual on deaf-blindness will be adapted into a parent curriculum manual with supporting videotapes and a CD-ROM. Many of the materials developed by the project will be designed in a self-study format for use in the home. In addition to dissemination through state and parent organizations, project results will be disseminated through Deaf-Blind Link, a national clearinghouse.

Grant Number: H324T990031

Beyond High School: A Model Demonstration Project to Promote the Inclusion, Independence, and Self-Determination of Students with Mental Retardation

Project Director: Davis, Anna K.; Wehmeyer, Michael
Plano Independent School District
Special Education Dept
Administration Bldg, 2700 W. 15th St.
Plano, TX 75075
Voice: 469-752-8248
E-mail: adavis@pisd.edu; wehmeyer@ku.edu

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: The Plano Independent School District, in collaboration with The Arc, will develop a model for the education of students with mental retardation (ages 18-21) which incorporates components of best practice in the education of students with mental retardation and overlays on this framework innovative procedures to promote self-determination.

Method: The project will first evaluate and bolster the school district's services for students ages 18-21 to ensure that all components of a quality transition program are in place. A comprehensive evaluation framework will be designed and implemented to determine the efficacy of these services. Additional instructional activities and supports to promote self-determination will be designed. Faculty will receive training related to transition services, educating learners with mental retardation, and promoting self-determination. The project will be implemented and evaluated in the second year and revised in the third year.

Products: The evaluation used in the project will provide extensive information on practices related to transition and the education of students ages 18-21 with mental retardation. Data generated will be used to examine what characteristics affect educational outcomes, self-determination, and program success. The design, implementation, and evaluation process will result in a model to be widely disseminated. Project materials will include guides to implementation, a video to accompany the written materials, and various Web-based training programs. The Arc will help to widely disseminate information about the model through its extensive network and in its publications catalog.

Grant Number: H324T000001

PAR Model Demonstration Project: Developing, Implementing, and Sustaining Comprehensive School-Wide Behavior Programs for All Students

Project Director: Rosenberg, Michael S.; Jackman, Lori
Johns Hopkins University
Dept. of Special Ed
Room 100, Whitehead Hall, 3400 N. Charles St.
Baltimore, MD 21218
Voice: 410-516-8275; *Fax:* 410-516-8424
E-mail: MRose@jhu.edu

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: This project presents a process-based approach in which collaborative teams of teachers, administrators, parents, and related services personnel work together within a prescriptive format to come to consensus on plans and strategies to prevent the occurrence of troubling behavior, respond to instances of rule compliance and noncompliance in a consistent and positive fashion, and resolve many of the issues that cause or precipitate the troubling behavior. The challenge of managing such troubling behavior in schools is often exacerbated by the presence of students identified as having emotional/behavioral disorders, learning disabilities, attention difficulties, and/or other disabilities. This project addresses Focus 2: K-3 Behavior and Reading Intervention Models.

Method: In partnership with two local school districts, the project will develop necessary materials and processes and will facilitate the development of school-wide, comprehensive plans of behavior in two under-performing high-poverty elementary schools (one urban and one suburban). Major project activities include: 1) the preparation and refinement of training materials; 2) the delivery of school-based training that results in the development of a comprehensive school-wide behavior management plan for all students, particularly those with identified behavioral difficulties who require a functional assessment of their behavior; 3) the development and implementation of school-wide supports (both high and low tech) for the sustainability of the plan; and 4) multi-method evaluation of specific model components, particularly those designed to address the needs of students who do not respond to the universal or inclusive prevention efforts.

Products: The project will develop training materials, deliver school-based training, and conduct multi-modal dissemination of effective processes and products to participating staff development personnel and interested members of the larger educational community.

Grant Number: H324T000003

Student Success = School Success (SSESS): Demonstrating Success for All Youth Using a Data Based School Wide Improvement Model within a Quality Framework - Lessons Learned from Beacons of Excellence in Secondary Education

Project Director: Wallace, Teri
University of Minnesota
111 Pattee Hall, 150 Pillsbury Dr. SE
Minneapolis, MN 55455-0223
Voice: 612-626-7220; *Fax:* 612-625-6619
E-mail: walla001@umn.edu

Beginning Date: 1/01/01
Ending Date: 12/31/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The project will develop, implement, and evaluate a data-based school-wide improvement model set within a quality framework and founded on lessons learned from the Beacons research, which identified factors associated with the success of four high schools across the country.

Method: The project goals are the following: 1) develop the SSESS Model of Success from Beacons of Excellence research; 2) implement the SSESS Model to improve learning outcomes of all youth; 3) evaluate the effectiveness of the SSESS Model; and 4) disseminate the SSESS model, practices, and evaluation results. Faculty and staff at the Institute on Community Integration at the University of Minnesota will collaborate with Beacons school consultants, SSESS implementation schools team members, consumers, parents, and others to meet the goals of this project.

Products: The intended outcome of the model is SUCCESS — Student Success Equals School Success — and is intended to promote achievement of all students, including students with disabilities, in secondary education. The project will actively disseminate and publicize the findings of the effectiveness evaluation to inform and influence policy, practice, and research.

Grant Number: H324T000006

Promoting Responsible Actions through Intervention and School-Wide Education: Project PRAISE

Project Director: LeFever, Gretchen B.
Eastern Virginia Medical School
Center for Pediatric Research
855 West Brambleton Ave.
Norfolk, VA 23510-1001
Voice: 757-668-6445; *Fax:* 757-668-6475
E-mail: glefever@chkd.com

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: School-wide interventions are needed to reduce the adverse impact of attention deficit hyperactivity disorder (ADHD) on the educational and social functioning of students and to prevent emergence of disruptive behavior disorders among at-risk children. This model demonstration project addresses these needs by implementing a school-wide behavioral management intervention supported by collaboration with key stakeholders outside the school system (parents and providers) to reduce the severity and impact of ADHD among students in preschool, elementary, and middle school settings. This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities.

Method: The project will: 1) increase behavioral compliance and school performance of students with ADHD, as well as their schoolmates, through implementation of a school-wide positive behavior management intervention; 2) demonstrate the effectiveness of a teacher leadership model as an effective method for actively involving school staff in establishing and developing proactive behavioral management of children with ADHD; 3) involve parents of children at-risk for or diagnosed with ADHD in parent-training sessions; 4) increase the quality and frequency of communication among parents, schools, and physicians regarding children with ADHD; and 5) conduct a needs assessment with regard to ADHD and behavioral management in the middle school setting. The project will be conducted in urban eastern Virginia, a region with a high prevalence of ADHD, involving an elementary school (inclusive of preschool classes) with approximately 800 students, of whom 8%-10% or 64 to 80 per year are expected to be diagnosed with ADHD.

Products: The expected outcomes of the project include a decrease in rates of behavior and conduct problems (e.g., referrals to principal and guidance counselor offices, suspensions and expulsions, report card behavioral indicators, referrals for alternative schools), a decrease in the need for special education services, and a decrease in rates of absenteeism, while achieving an increase in academic performance outcomes (e.g., standardized test scores, grades).

Grant Number: H324T000007

Leading Maine to Promising Futures

Project Director: Gilmer, Deborah
University of Maine
Center for Community Inclusion
5717 Corbett Hall
Orono, ME 04469
Voice: 207-581-1263; *Fax:* 207-581-1231
E-mail: debbie.gilmer@umit.maine.edu
Website: http://www.ume.maine.edu/cci/service/leadingme/index.htm

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This model demonstration project will develop, implement, evaluate, and disseminate an emerging model of personnel development at the middle and high school levels consistent with the recommendations of Maine's Commission on Secondary Education ("Promising Futures"). The project's overarching goal (to improve and enhance teaching, learning, and school structure) calls for whole school reform, resulting in improved outcomes for all youth. This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities.

Method: Utilizing 'communities of learners,' the project will engage youth, educators, and project staff to make changes in the way in which all youth are educated and schools are structured, to enhance and promote systems change in the project's demonstration schools. Through a collaborative infrastructure comprised of the University of Maine's Center for Community Inclusion, the Maine Support Network, the Western Maine Partnership, Maranacook Middle School, and Mt. Abram High School, the project will design and deliver professional development to middle and high school educators, administrators, parents, community organizations, employers, and youth. In concert with the systemic restructuring initiatives at the national, state, and local levels, personnel development will conceptualize and enact instructional interventions to establish and actualize high expectations for the achievement of high standards for all students, including students with a full range of disabilities. In particular, professional development will include content and skill building in the areas of access to the general education curriculum by all students; alternative and authentic assessment, including portfolio and other forms of demonstration; student-centered planning and transition; positive supports; and inclusive school-to-work strategies.

Products: Major project outcomes include: 1) the design, conduct, and evaluation of school-based professional development designed to assure that middle and secondary educators are skilled and able to realize the achievement of the Learning Results by "all" students in partnership with youth leaders; 2) the establishment and dissemination of a model program to promote statewide systems change in the content and process of middle and secondary education delivery consistent with the "Learning Results" and "Promising Futures" in partnership with youth leaders; and 3) the leadership development of individuals with and without disabilities who will share responsibility in their planning and futures through the design, implementation, and evaluation of model "youth leader" education.

Grant Number: H324T000008

"BUILD" Bridges of Understanding to Inclusive Literacy Development

Project Director: Figgins, Margo A.; Trent, Stanley C.; Snell, Martha E.
University of Virginia
Curry School of Education
P.O. Box 400273
Charlottesville, VA 229044273
Voice: 434-924-0766
E-mail: sct3m@virginia.edu

Beginning Date: 9/01/00
Ending Date: 8/31/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The project will address concerns about low performance of American students on standardized tests, inappropriateness of programs, and the need to better implement educational innovations to yield more efficacious outcomes for students and teachers. It will do so by studying the continued work of teachers, university professors, a principal, and a central office administrator as they develop a program designed to improve writing skills of students at Stony Point Elementary School in Albemarle County, Virginia.

Method: Over the past five years, a study group consisting of general and special education teachers and a faculty member from the University of Virginia has developed an innovative literacy curriculum that has resulted in significant gains in writing for the overwhelming majority of students enrolled. The project will document to what degree this evolving system is able to maintain what has been accomplished over the past five years. In addition, the project will study to what degree a group of newly enrolled at-risk students (mostly African American) from a low-income housing project and students with disabilities are successful in this environment.

Products: From a longitudinal standpoint, this study will document to what extent the actions that emerge from collaborative discourse can result in improved learning for a group of students from very diverse backgrounds with vastly different literacy skills. It should help identify patterns of thinking, communication, and actions that improve teaching and learning, and identify contexts wherein these efforts can be created and sustained over time. In addition, the study should help educators and policymakers identify the types of education and support that "enactors" will need in order to provide instruction that yields benefits for all children served within specific settings.

Grant Number: H324T000010

Bethel Early Reading and Behavior Support Project

Project Director: Cole, Carl
Bethel School District #52
4640 Barger Rd
Eugene, OR 97402
Voice: 541-689-3280; *Fax:* 541-689-0719
E-mail: ccole@bethel.k12.or.us

Beginning Date: 9/01/00
Ending Date: 8/31/04

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The project will develop, describe, evaluate, and disseminate features of a systems approach for effective early reading and behavior support.

Method: The project comprises a three-way collaboration with: 1) Bethel School District in Eugene, Oregon; 2) the OSEP-funded Center on Positive Behavioral Interventions and Support; and 3) the National Center to Improve the Tools of Educators. Attention is focused on the distinctive combination of effective early reading practices and positive behavioral supports in one school district. Equal emphasis will be given to systems and data-based decision making aspects of this implementation of early reading and behavior support. Federal support will enable Bethel Public Schools to refine, describe, evaluate, and disseminate their implementation of effective early reading and behavioral support by providing school personnel with resources (e.g., release time, staff development, evaluation activities, publishing) that normally are not line items in typical working budgets. Evaluation of the Bethel Early Reading and Behavior Support Project will involve a quasi-experimental design in which the school will represent the primary unit of analysis and will serve as its own control. In year one, the study of the implementation of the project will be focused on two schools, and two to four other schools will serve as "wait-controls." In year two, two of the wait-control schools will receive implementation support, and sustainability effects will be evaluated in the year-one implementation schools. This implementation plan will continue through the duration of the project; however, efforts will shift to large-scale evaluation and dissemination activities in year four, especially at the district-wide level.

Products: Dissemination of replicable programmatic descriptions and of model/demonstration effectiveness will be facilitated through a national network of technical assistance centers and professional networks.

Grant Number: H324T000012

School by School: Improving Special Education Experiences

Project Director: Yoder, Tera; Sterling, Melanie
Virginia Commonwealth University
Virginia Institute for Developmental Disabilities
P.O. Box 843020
Richmond, VA 23284-3020
Voice: 804-828-3879; *Fax:* 804-828-0042
E-mail: tyoder@mail1.vcu.edu; mrsterli@saturn.vcu.edu
Website: http://www.vcu.edu/partnership/schoolbyschool.htm

Beginning Date: 1/01/01
Ending Date: 12/31/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The project will implement a well-defined, rigorously tested, effective, feasible, and replicable model for improving results and services for students with disabilities in the context of whole-school reform. This model will ensure that all students, with or without disabilities, get the individualized attention they need to meet learning and achievement goals.

Method: Building on the work of an existing project, this research-based model requires that schools go through a five-step process. First, the schools will form a collaborative school team composed of parents, students, general and special educators, administrators, other school personnel, and members of the community. This team will take the lead on the change initiative, involving and informing all members of the school community. The schools will then conduct a school-wide self-assessment, including collecting data on intended outcomes. Schools will complete a planning process, creating school-wide goals and objectives and action steps. They will implement the resulting plan and establish ongoing evaluation methods to monitor fidelity of implementation, to assess achievement of intended outcomes, and to provide feedback for decision making and improvement. Intensive evaluation of implementation of the model in an elementary, a middle, and a high school during the first two years of the project, followed by a more focused evaluation of outcomes in the third year, will shape the design of the model that will then be disseminated and assessed for replicability in the fourth year.

Products: The project will produce a clearly defined, useful, complete, and transportable model for improving services and supports for students with disabilities through whole-school reform. A "School Guide to SBS-ISEE (School by School: Improving Special Education Experiences) Model Implementation" will be developed and disseminated to describe the five-step SBS-ISEE implementation process. Project materials that support each step, and instructions for how to tailor the process to address state or regional context variations, will be included. Project staff will participate in selected regional, state, and national conferences to present findings and information about the components of the model. Additionally, project staff will share information about the SBS-ISEE model with educational constituents across the country, by creating a link to the SBS project on VIDD's (Virginia Institute for Developmental Disabilities) World Wide Web site, and by requesting links from the World Wide Web sites of all members of the national network of university-affiliated programs.

Grant Number: H324T000013

I Can Read (ICARE)

Project Director: Bryant, Diane Pedrotty
University of Texas - Austin
Dept of Special Education, SZB 306
Austin, TX 78712-1290
Voice: 512-471-4161
E-mail: dpbryant@mail.utexas.edu
Website: http://www.edb.utexas.edu/icare/homepage

Beginning Date: 1/01/01
Ending Date: 12/31/04

OSEP Contact: Ingrid Oxaal
Voice: 202-205-2152
E-mail: ingrid.oxaal@ed.gov

Purpose: This project will develop and evaluate a model demonstration school-wide reading program for students who are identified as having difficulty in learning to read. Goals include validating and disseminating a model for teaching beginning reading skills to students with reading disabilities, and preventing the onset of reading deficits and/or remediating reading deficits. This model demonstration project addresses Focus Area 2: K-3 Reading Intervention Model.

Method: Project ICARE is a multi-component program that is based on research in oral language development, phonological awareness, word analysis, fluency, vocabulary, and comprehension. The components of the program include reading curricula and critical features of instruction across kindergarten through third grade, a multi-level instructional delivery of services, professional development and sustainability, and family literacy training.

Products: Project ICARE incorporates multiple measures to determine the effectiveness of the model on student outcomes, reduction of referrals to special education, validation and dissemination of the program, development of sustained reading practices, and the implementation of a home literacy program. Dissemination materials will include conference papers, journal articles, a World Wide Web site, and training materials.

Grant Number: H324T000014

Whole School Approaches to Positive Behavior Supports and Access to the General Curriculum: A Model Demonstration Project

Project Director: Englebrick, Larry; Wickham, Donna;
Wehmeyer, Michael; Sailor, Wayne
Kansas City (Kansas) Public Schools, USD #500
Instructional Support
625 Minnesota
Kansas City, KS 66102
Voice: 913-279-2233; *Fax:* 913-279-2034
E-mail: laengle@gw.kckps.k12.ks.us; dwickham2@kumc.edu; wehmeyer@ku.edu

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The Kansas City Public Schools, in collaboration with the University of Kansas, will develop, implement, evaluate, and nationally disseminate a model for whole-school approaches to implementing positive behavior intervention and supports and ensuring access to the general curriculum.

Method: The model for this project's reform has four components for implementing positive behavior supports at the school-wide and individual levels to promote proactive positive, safe, cooperative student behavior. The first component is universal instruction to provide clear explanations and positive feedback for all students throughout all classrooms and non-classroom settings. In this component behavioral expectations are clearly defined and taught, appropriate behaviors are acknowledged, and program evaluations and adaptations are made by a positive behavior support team. The second component is group instruction, which recognizes that some students may benefit from additional instruction to practice the expectations of whole-school positive behavior support. The third component is individual supports and interventions, directed to students who have a need for personalized interventions and support. The final component is school-family-community supports, which recognizes that some students need supports and interventions beyond school settings.

Products: The project intends to produce an empirically validated, school-wide model of access and positive behavior that can be used to ensure that all students, including students with disabilities and those who exhibit challenging behaviors, are engaged in a challenging curriculum and included in school reform and improvement efforts. The model will allow state and local education agencies to address issues of access, positive behavior support, and use of assistive technology, all within the context of a comprehensive school reform model. Project activities will have a direct benefit to students throughout the country, first to students at a local elementary school and middle school campus, then on a statewide level as the model is implemented throughout the state, and finally nationally as information about the model is disseminated widely.

Grant Number: H324T000019

Whole School Reform: Creating Environments That Work for All Children

Project Director: Duchnowski, Albert; Kutash, Krista
University of South Florida
Louis de la Parte Florida Mental Health Institute
13301 Downs Blvd.
Tampa, FL 33612
Voice: 813-974-4618; *Fax:* 813-974-6257
E-mail: duchnows@fmhi.usf.edu; kutash@fmhi.usf.edu
Website: http://cfs.fmhi.usf.edu/cfsinfo/cfscenters.cfm

Beginning Date: 9/01/00
Ending Date: 8/31/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. This project is designed to improve outcomes for children who have disabilities through a process of whole school reform that will create an environment of improved collaboration among regular and special education staff, students, and parents. The model consists of two components: whole school reform and effective use of empirically supported instructional strategies for students who have disabilities.

Method: In the model used by this project, six factors were reliably measured and demonstrated to be related to improving functioning of children who have disabilities. These factors are: governance, systemic instruction and curricular innovation, accountability, includedness, parent involvement, and a pro-social discipline policy. A middle school and a high school will serve as the demonstration sites for the project, with matched comparison schools serving as standard practice sites. All students enrolled in special education programs in these schools will participate in the project, and progress indicators for all students will be assessed.

Products: The project will produce a series of strategies to be implemented and monitored, focusing on enhancement of reading comprehension, formative evaluation, positive behavior support, and school and family partnerships, all of which will be empirically supported and related to improved outcomes for students. A replication phase and a multi-method evaluation design will be employed and a user-friendly guide for implementation will be produced.

Grant Number: H324T000021

Evaluating Systems of Positive Behavioral Support in the Prevention and Early Intervention of Chronic Challenging Behavior

Project Director: Lewis, Tim
University of Missouri
Special Ed Dept., 303 Townsend Hall
Columbia, MO 65211-2120
Voice: 573-882-0561; *Fax:* 573-884-0520
E-mail: LewisTJ@missouri.edu

Beginning Date: 9/01/00
Ending Date: 8/31/04

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: This project provides a unique opportunity for educators, administrators, and parents who are faced with the task of creating school-wide pro-active school management systems to assist all children, to prevent further behavioral challenges, and to support children with disabilities through the development of Positive Behavioral Supports (PBS).

Method: Participants will work in teams to develop plans for their unique settings, and will receive on-going instruction, consultation, and assistance on the development and implementation of a system of PBS. The project will work with schools that have established school-wide systems to implement systemic strategies to operate at the secondary and tertiary prevention levels. In addition, the project will work with "high risk urban schools" to develop all three levels of prevention (primary to tertiary), with an eye toward identifying necessary developmental and maintenance features to increase the portability of the process to other schools.

Products: Expected outcomes are an increase in positive engaged learning time, the reduction of exclusionary discipline practices of children at risk and with disabilities, the development of comprehensive systems of individual PBS, and a set of processes and intervention systems that can be readily replicated in other schools that face similar challenges.

Grant Number: H324T000022

Pennsylvania's School-Wide Behavior & Reading Model

Project Director: Armstrong, Janet Sloand
Lancaster Lebanon Intermediate Unit 13
Central Instructional Support Center
6340 Flank Drive, Suite 600
Harrisburg, PA 17112
Voice: 717-541-4960; *Fax:* 717-541-4968
E-mail: jarmstro@cisc.k12.pa.us

Beginning Date: 1/01/01
Ending Date: 12/31/04

OSEP Contact: Ingrid Oxaal
Voice: 202-205-2152
E-mail: ingrid.oxaal@ed.gov

Purpose: Behavior and reading difficulties are intimately linked, as students who have reading difficulties are more likely to exhibit challenging behaviors and be referred for special education services under the categories of specific learning disability and serious emotional disturbance. In this project, the Instructional Support System of Pennsylvania (ISSP), which is part of the Pennsylvania Department of Education's Bureau of Special Education, will conduct a model demonstration program that integrates effective research-based, data-driven, school-wide behavior support and effective school-wide reading instruction.

Method: The model emphasizes benchmark strategies for all students, strategic interventions for at-risk students, and intensive interventions for those students who are currently experiencing difficulties in learning to read and who are exhibiting challenging behaviors. The model will be implemented in two urban school districts characterized by high percentages of low-income families, low academic performance, and disciplinary issues. Using an Implementation Council anchored in each school, K-3 teams will receive ongoing training and technical assistance, including site-based trainings and guided practice over the four-year phase-in period. The elementary schools will progress through the following cyclical process: 1) assessment, 2) design of instruction and supports that are rigorous and research-based, 3) implementation of instruction and supports, and 4) ongoing monitoring including analysis of formative and summative assessments. A key feature of this demonstration model is the essential linkage of assessment, instruction, and support. A triangulation model will be used to assess the effectiveness of the model using case studies and quantitative and qualitative data.

Products: The primary product will be a systematic and replicable process allowing schools to collect, analyze, and use data on behavior and reading to assess, design, implement, and continually monitor student-level interventions. Products will include a procedural manual that explicitly outlines the process of the model, a project-specific World Wide Web site, evaluation reports outlining the extent to which the project is meeting benchmarks and goals, journal publications, conference presentations, and a variety of print materials.

Grant Number: H324T000024

A Universal and Individually Referenced K-3 Behavior and Reading Intervention Model

Project Director: Goodman, Steven; Schaughnency, Elizabeth
Ottawa Area Intermediate School District
Office of Special Needs
13565 Port Sheldon Road
Holland, MI 49424
Voice: 877-702-8600; *Fax:* 616-738-8946
E-mail: sgoodman@oaisd.org

Beginning Date: 1/01/01
Ending Date: 12/31/04

OSEP Contact: Ingrid Oxaal
Voice: 202-205-2152
E-mail: ingrid.oxaal@ed.gov

Purpose: This project addresses Focus 2: K-3 Behavior and Reading Intervention Models. The project will implement a proactive system of school-wide academic and behavioral support for children K-3 in a manner consistent with current federal and state priorities and mandates. Deficits in the development of early literacy skills will be specifically targeted for support and intervention. Concerns for accountability and efficient allocation of resources will be built into the proposed system. The project will incorporate features proven to be successful in implementing school-wide behavioral and academic support programs into a system to implement empirically supported interventions and will further identify barriers to sustainability.

Method: This project represents a consortium of a county intermediate school district, elementary schools within the district, and regional public universities. Project activities are embedded within existing infrastructure for serving targeted and selected students on a site-specific basis, with technical assistance provided by project staff to allow for professional development of regular and special educators related to early intervention for children experiencing behavioral or reading difficulties. This process allows for the implementation of a continuum of varied interventions for children with academic and behavioral difficulties, provides scaffolded support in all curriculum areas, utilizes ongoing assessment, and offers simultaneous reading and behavioral interventions.

Products: The project will provide for improved student outcomes, accountability, and increased efficiency of resource allocation by informing stakeholders which efforts should be continued, modified, or discontinued, at the student through school-wide levels.

Grant Number: H324T000025

Teacher Training in Teams and Systems Model for Improving Early Behavior and Reading Support for K-3 Students in Nine Elementary Schools

Project Director: Sadler, Carol
Tigard-Tualatin School District 23J
6960 SW Sandburg St.
Tigard, OR 97223
Voice: 503-431-4117; *Fax:* 503-431-4091
E-mail: csadler@ttsd.k12.or.us

Beginning Date: 1/01/01
Ending Date: 12/31/04

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: This project addresses Focus 2: K-3 Behavior and Reading Intervention Models. The project builds on an existing model of effective behavior supports in a suburban school district that includes nine elementary schools. It will add instructional planning and oversight to the model's discipline and behavior support mission, in the area of early literacy/reading instruction.

Method: The new Effective Behavior and Instruction Support (EBIS) teams will use well-grounded skills in team management, data analyses, and program development and evaluation to identify present resources within their systems and adopt new research-validated practices for improving behavioral and instructional outcomes for students. Primary training and technical assistance has been and will continue to be provided by University of Oregon consultants and OSEP technical assistance centers.

Products: The project will continue to provide training in EBIS teamwork, data-based decision making, and systems approaches to selecting and implementing research-validated instructional practices. Additionally, EBIS will demonstrate preferred and promising practices in staff development, including methods for improving classroom management, school-wide discipline, active supervision, social skills instruction, and academic engagement and performance. Expected outcomes for students are increases in students' statewide reading achievement and decreases in antisocial behavior and verbal and physical aggression.

Grant Number: H324T000027

Project ACCESS: Accessing the Curriculum via Computer-Enhanced Study Strategies

Project Director: Anderson-Inman, Lynne
Eugene School District 4J
Educational Support Services
200 N. Monroe
Eugene, OR 97402-4295
Voice: 541-346-2657; *Fax:* 541-346-6226
E-mail: lynneai@oregon.uoregon.edu

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. Project ACCESS (Accessing the Curriculum via Computer-Enhanced Study Strategies) will develop and implement a model for promoting whole-school, systemic adoption of proven computer-enhanced study strategies (CBSS) as a means of providing access to the general curriculum for students with disabilities.

Method: The Project ACCESS model has five components: teacher training, technology, instruction, CBSS materials, and parent participation. The project will coordinate and provide training in CBSS to elementary, middle, and high school teachers in cohorts determined by teacher interest, readiness, and applicability of curriculum. Through the utilization of innovative, cost-effective, and replicable technology, student access to computers, software, and other devices useful for CBSS implementation will significantly increase at each participating school. Part of the ACCESS model provides for sufficient support so that students will share study strategies with others: peers, siblings, parents, etc. Print and online materials will facilitate the systemic adoption of CBSS by providing all learners with clear visual reminders of how each strategy works. Members of each ACCESS cohort will be expected to coordinate appropriate efforts to involve parents of their students in CBSS training and support.

Products: Intended outcomes of the project include data on the effects of computer-based study strategies on curriculum access, academic performance, school satisfaction, and assessment participation of students with disabilities; information about the factors influencing systemic adoption of CBSS; and a wealth of online and print materials designed to facilitate replication of CBSS adoption worldwide.

Grant Number: H324T000030

Project CTS (Connections to Success)

Project Director: Healy, Donald
Western Illinois University
Dept. of Special Education
One University Circle
Macomb, IL 61455-1390
Voice: 309-762-9481; *Fax:* 309-762-6989
E-mail: DE-Healy@wiu.edu
Website: http://www.cait.org/cts/

Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. This project, Connections to Success, will develop a model integrated service delivery system that will enable a school with a high rate of at-risk students to continue to refine and develop school-wide initiatives to improve the academic outcomes of all students, despite disabilities or language and cultural differences.

Method: Technical and evaluative supports will be provided in order to help schools meet the needs of students who are at risk for academic failure. Evaluative measures such as ecobehavioral observations and parent and teacher interviews will be used to develop the model from a sociocultural perspective. As a targeted population of students from this attendance center progresses to the "feeder" middle school and high school that they normally attend, supports will be provided to ensure that identified students with various special needs receive appropriate services in the least restrictive environment.

Products: The project will take a holistic look at all of the significant participants in the school setting, provide staff development activities based on staff needs and recognized concerns as they engage in school-wide planning, and disseminate materials across a wide variety of contexts on such topics as teacher stress, helping non-English-speaking arrivals make good transitions into their classes, recognizing the signs that lead to disengaging and dropping out of school, facilitating the development of school-wide discipline plans in a multicultural environment, and facilitating engaged teaching and learning strategies.

Grant Number: H324T010001

Accessing Postsecondary Settings Model Demonstration Project

Project Director: McPherson, Lorrane; Treeful, Patricia
Tucson Unified District #1
1010 E. 10th St.
Tucson, AZ 85719-5896
Voice: 520-232-8430; *Fax:* 520-232-8658
E-mail: Pat.treeful@tusd.k12.az.us

Beginning Date: 11/01/01
Ending Date: 10/31/05

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This project deals with Focus Area 3: New or Improved Approaches to Participation and Successful Interagency Collaboration in Transition Planning. Tucson Unified School District (TUSD), through collaboration with multiple systems, will develop, implement, evaluate, and disseminate a seamless transition model that will result in high school students with significant disabilities being successful in postsecondary employment, educational settings, and independent living environments.

Method: To accomplish this outcome, TUSD will utilize an interagency planning model to establish an on-campus transition program for high school students ages 18 through 22 on Pima Community College (PCC) campus and a service integration plan that will implement needed support services. Operating the project on PCC's campus will provide students with significant disabilities the opportunity to continue the transition and learning process within integrated, age-appropriate environments with their nondisabled peers. Each student's service integration plan will be tied to their IEP and delineate the responsibilities of the various service agencies participating in the transition process. The project will implement proven instructional and transitional strategies within school and community-based environments and develop an exemplary cooperative transition planning model with local postsecondary agencies.

Products: The outcome of the project will be the development and evaluation of a replicable transition model. This model will accomplish the following: operate from a local community college campus; support students in age-appropriate integrated school and community environments; implement postsecondary support systems through collaboration with multiple agencies prior to exiting from school; and contribute to the knowledge base of understanding educational problems and issues and effective strategies for resolving them.

Grant Number: H324T010009

Boundless Learning: A School-Wide Model for Diverse Learners

Project Director: Mainzer, Lynne Harper
Johns Hopkins University
Center for Technology in Education
Columbia, MD 21046-2100
Voice: 410-312-3825; *Fax:* 410-312-3868
E-mail: mainzer@jhu.edu
Website: http://cte.jhu.edu/boundlesslearning.cfm

Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project deals with Focus Area 1: Support Whole-School Reforms of Services for Children with Disabilities. This project will implement the "Boundless Learning" program, in which special and general education teachers, paraeducators, and administrators will be trained in effective school reform solutions through a combination of face-to-face and online professional development activities.

Method: Participants in "Boundless Learning" training will learn practical strategies and will apply what they learn immediately in their school setting. The project will provide a series of practical, Web-based support mechanisms that will include: 1) electronic learning community (ELC) with instant messaging, a dynamic calendar, and document sharing functions; 2) an interactive Website with resources and project updates; 3) online learning modules correlated to training topics; 4) video vignettes of "authentic" applications of "Boundless Learning" strategies; and 5) online workshops designed to provide on-the-job supplementary training.

Products: The outcomes include the delivery of competency-based, technology-supported training in "Boundless Learning" to over 40 educators in an elementary school.

Grant Number: H324T010018

PARTNERS: Building Co-Teaching Practices in Inclusive Middle Schools

Project Director: Mata-Aguilar, Cynthia; Morocco, Catherine Cobb
Education Development Center, Inc.
Family, School, and Community
55 Chapel St.
Newton, MA 024581060
Voice: 617-618-2434; *Fax:* 617-969-3440
E-mail: caguilar@edc.org; cmorocco@edc.org
Website: http://www2.edc.org/search/projectView.asp?projectID=2932& bcn=0&bcl=Return+to+FSC+Projects

Beginning Date: 10/01/01
Ending Date: 9/30/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project deals with Focus Area 1: Support Whole-School Reforms of Services for Children with Disabilities. The PARTNERS project will develop, implement, and disseminate a model for building school-wide co-teaching practices through a mutually supportive mentoring relationship between a middle school with established co-teaching practices and one with emerging co-teaching practices.

Method: The project will form and maintain a partnership with two urban middle schools to build and deepen school-wide co-teaching practices and improve student outcomes in both schools. The co-mentoring process at the schools will be facilitated by the project as teachers and project staff work together to improve student attitudes, participation, and writing outcomes in both schools. Mentoring activities will include school visits and tours, cross-site demonstrations of co-teaching practices, collaborative assessment of student writing, analysis and design of co-teaching lessons, and the development of student case studies.

Products: Project staff will develop a family of products to sustain the work in the schools involved in the program and will disseminate the results to other schools. Products will include print and Web-based examples of effective co-teaching, mentoring protocols, writing assessment formats, case studies of student growth in writing, and co-teaching lessons based on writing standards. The project will work with the two schools to disseminate the refined model, research results, and products through publications, conferences, the project's school reform networks, and its Website.

Grant Number: H324T010022

Early Childhood Mental Health Project

Project Director: Epstein, Michael H.; Nelson, Ron
University of Nebraska
Special Education
202 Barkley Center
Lincoln, NE 68583-7320
Voice: 402-472-5472; *Fax:* 402-472-7697
E-mail: MEPSTEIN1@UNL.EDU; rnelson8@unl.edu
Website: http://www.unl.edu/ccs/early.html

Beginning Date: 10/01/01
Ending Date: 9/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities. This project will implement and evaluate the effectiveness of a child care-based, family-focused interagency approach to meet the needs of young children at risk of mental health problems and their families. The project proposes a child care-based, family-focused interagency services approach that is particularly innovative in that effective collaboration will be a core component.

Method: This demonstration project represents a coordinated effort among the University of Nebraska, Lincoln Public Schools, and several child care settings in Lincoln. Effective collaboration will be implemented at the child care settings through service coordinators, interagency family planning teams, and unified service plans. In all instances, the focal point of the service efforts will be the inclusion of the family to help achieve successful school and life options for young children with emotional/behavioral disorders. Parallel to these services, the child care settings will place at-risk children in instructional groups where academic and language instruction is based on effective instructional practices. Additionally, when necessary, functional behavioral assessments will be conducted to determine the purpose of the young children's behavior. Data will be gathered in the areas of child status, family status, interagency collaboration, and case management.

Products: The outcomes of this early childhood mental health program will have a positive effect on the students and parents who will receive the services and the professional staff who implement the program. On the local level, this project will directly serve 100 young children and 100 families by providing strength-based assessment, unified service plans, individualized services, intensive service coordination, effective pre-reading and language instruction, functional assessments as well as parent involvement in decision making process and effective behavioral management strategies. On the state level, this program will serve as a model for other programs. On the national level, this program will benefit teachers, parents, and service providers and reach this audience through mailing lists, working papers, presentations, and research manuals.

Grant Number: H324T010029

Career Ladders Postsecondary Project

Project Director: Siegel, Shepherd
Seattle Public Schools
Dept of School to Work
SVI Bldg, 2120 South Jackson St., #610
Seattle, WA 98144
Voice: 206-720-3428; *Fax:* 206-252-0137
E-mail: ssiegel@seattleschools.org

Beginning Date: 11/01/01
Ending Date: 10/31/05

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This project deals with Focus Area 3: New or Improved Approaches to Participation and Successful Interagency Collaboration in Transition Planning. Well-conceived long-term case management—built upon the premise of a trusting relationship and committed to helping individuals ascend a career ladder—can neutralize the adverse effects of disabilities and transform otherwise challenging lives into productive and meaningful ones. The "Career Ladders Postsecondary Project" creates a seamless system on a small but significant scale, based on ongoing availability of services and a unique cohort approach.

Method: Two programs of the Seattle Public Schools, "Career Ladders" and "Transition Success," put students with disabilities in the position to take full advantage of adult services. However, gaps in the system, such as the rehabilitation system's order of selection, create waiting lists. City life presents yet more obstacles that forestall access to services. Regrettably, these two programs must often release students to highly uncertain futures as they graduate from high school. This project will pair the staff of "Career Ladders" and "Transition Success" (fully funded by Seattle Public Schools and the Carl Perkins Act) with the services of two adult service agencies—"Job Connection" and "Mainstay"—selected for their capacity to provide flexible and comprehensive services to people with mild to moderate disabilities and who face a host of risky circumstances.

Products: The project will serve over 250 students exiting transition programs over the next four years. The goal of a greater than 80% success rate—success defined as combinations of college and employment—will be evaluated through follow-up research and reported to the service provider, research, and policymaking communities.

Grant Number: H324T010036

Focus 1 - Steps to Success: A Whole School Model to Enhance Learning through Partnerships

Project Director: Englebrick, Larry; Beegle, Gwen
Kansas City (Kansas) Public Schools, USD #500
625 Minnesota Ave.
Kansas City, KS 66101
Voice: 913-551-3200; *Fax:* 913-279-2034
E-mail: laengle@gw.kckps.k12.ks.us

Beginning Date: 10/01/01
Ending Date: 9/30/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project deals with Focus Area 1: Support Whole-School Reforms of Services for Children with Disabilities. The Kansas City (Kansas) Public Schools (KCK) and the Beach Center on Families and Disability at the University of Kansas (KU) will develop, implement, evaluate, and nationally disseminate a model demonstration of whole school reform of services for children with disabilities in two middle schools in the heart of Kansas City.

Method: This project will blend three research-based strategies demonstrated to be effective in improving the education of students with and without disabilities: school-wide positive behavior support (PBS), student improvement teams, and community school. Taken together, the project believes that these three reform strategies can effectively improve access to positive behavior support and to the general curriculum for students with disabilities, as well as improve prereferral and general education intervention for students at risk. To achieve this synthesis, the project will fully develop and implement school-wide PBS in concert with strengthening the procedures and results of the budding student improvement team and community school efforts at each school site. In doing so, the project will purposefully interrelate these effective practices, integrating them into the existing district and state school improvement processes. The project will use partnership teams for the district and each school to ensure an empowering management plan that results in effective implementation. The project will use rigorous quantitative and qualitative evaluation methods to improve the model and trace its effects on student deportment and achievement, school climate, partnerships with families, interagency relationships, and ultimately, community wellness.

Products: The project will disseminate the process and results of Steps to Success within KCK, across the state of Kansas, and nationally, through the development of multimedia, professional development materials, presentations, and publications.

Grant Number: H324T010044

Child Care Access

Project Director: Robinson, Cordelia
University of Colorado - Denver
Health Sciences Center
JFK Partners, 4200 E. 9th Ave., C221
Denver, CO 80262
Voice: 303-864-5261; *Fax:* 303-864-5270
E-mail: robinson.cordelia@tchden.org

Beginning Date: 1/01/02
Ending Date: 12/31/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project deals with Focus Area 2: Strengthening Childcare Infrastructures for Infants, Toddlers, and Preschoolers with Disabilities from Underserved Families and Communities. This project will improve the quality and integration of the services and supports provided to currently underrepresented Part C-eligible children and families, through the coordination of health, mental health, and child care services and supports.

Method: Project activities will focus on children, birth to 36 months of age, who are dealing with stresses of poverty, substance abuse, violence, parents who are mentally ill, and/or complex medical concerns. Eligible children and/or parents will be identified through the Medicaid or CHIP enrollees in Colorado Access and Access Behavioral Care in Denver County, Colorado. The project will implement a transdisciplinary model of early intervention services and supports including a focus on meeting the individual's special health, mental health, and developmental needs in the context of both their child care and family settings. A unique feature of the project is the collaboration between the health and behavioral health plans to provide coordinated funding for a comprehensive service model which includes the provision of service coordination from within the health plan. This project is a collaborative effort of service providers (Project ENRICH of JFK Partners, Project PEARL of Mental Health Corp of Denver), health plans (Colorado Access, Access Behavioral Care), primary care providers in the Special Needs Clinics at The Children's Hospital of Denver, the state Child Care Block Program, and Part C.

Products: Outcomes are identified at child, family, and system levels to include increases in children's functional, developmental, and social skills; increases in parent skill and confidence in supporting their children's development; and increased access on the part of both children and parents to coordinated health services, mental health services, and individualized services and supports in child care settings.

Grant Number: H324T010049

Keeping Everyone in Early Childhood Programs: Maintaining Inclusive Placements for Children with Challenging Behaviors

Project Director: Harper-Whalen, Susan
University of Montana
Rural Institute on Disabilities
634 Eddy Ave., MUARID
Missoula, MT 59812-6960
Voice: 406-243-4854; *Fax:* 406-243-4730
E-mail: whalensh@selway.umt.edu
Website: http://www.ccplus.org

Beginning Date: 10/01/01
Ending Date: 9/30/05

OSEP Contact: Jennifer Tschantz
Voice: 202-205-5105
E-mail: jennifer.tschantz@ed.gov

Purpose: This project deals with Focus Area 2: Strengthening Childcare Infrastructures for Infants, Toddlers, and Preschoolers with Disabilities from Underserved Families and Communities. This project will develop, implement, and evaluate a model for providing high quality care and education to children with behavior disorders in community-based child care programs. The project offers a model for inclusion which incorporates three levels of support to child care providers: quality practices, core behavior strategies and beliefs, and special and individualized supports. It uses the existing child care infrastructure and builds on services currently in place in the community.

Method: There are eight key characteristics of the model: individually and developmentally appropriate practices, family-centered care, use of progressive and positive behavioral support specifically designed for child care programs, coordinated delivery of existing services and resources, model development and demonstration in community-based child care programs, extensive training and on-site technical assistance, and a demonstration site for training and dissemination. The project will develop and implement the model in seven community-base child care programs including two family child care homes, two group child care homes, two child care centers, and one after-school program associated with a preschool special education program. The project will gather data to identify the range and types of behaviors presented by young children with challenging behaviors in child care settings, to meet the need for understanding the inclusion of children with challenging behaviors from the child care perspective. All model demonstration activities will be founded on family-centered practices, thus meeting the need for culturally respectful intervention that will support family choice and satisfaction with the child care placement and that will enhance positive outcomes for each child.

Products: A progressive behavior support curriculum will be developed that uses an individualized problem-solving approach to move from addressing quality issues as the foundation for inclusion to more specialized positive behavior supports, thus meeting the need to find the most effective natural supports possible for children with challenging behaviors. Collaborative practices will be cultivated to enhance provider skills as a member of the child's team and to heighten their involvement in seeking community support and making appropriate referrals. The model demonstration processes and materials will be targeted for dissemination locally and nationally to provide ongoing support and technical assistance for child care providers.

Grant Number: H324T010050

Project TRIANGLE: Transition Results through Individuals, AgeNcies, and GeneraL Education

Project Director: Hollenbeck, Keith
Springfield (Oregon) School District
Instruction Dept
525 Mill St.
Springfield, OR 97477
Voice: 541-726-3263; *Fax:* 541-726-3279
E-mail: khollenb@sps.lane.edu

Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This project deals with Focus Area 3: New or Improved Approaches to Participation and Successful Interagency Collaboration in Transition Planning. This project is based on the belief that improving students' transition results requires active student and parent involvement in students' secondary education and transition, and meaningful partnerships among special education, students and parents, general education, and community service agencies. The project will be implemented for all youth with disabilities ages 14 and older at Thurston and Springfield High Schools and Gateways Alternative Learning Center in Oregon.

Method: The project will encourage and support active student and parent involvement and build and maintain meaningful partnerships through three general strategies. First, in each school, project staff will work with other partners to develop a "universal" approach to transition services that makes effective use of the many opportunities that already exist in each school for all students to support the transition of students with disabilities (e.g., career center activities, college fairs, Lane County career/job fair, cooperative work experience, personal finance class field experiences). Information about postsecondary options and resources, including information about community service agencies, will be provided through these various universal strategies in a manner that will meet the needs of this group of students and parents. Second, project staff will develop, when necessary, additional learning and support activities for "targeted groups" of students with disabilities and/or their parents who have a need for specific transition planning and services that exceed the type and level of support available universally to all youth in school. Instruction and support activities for targeted groups could include specific classes for students (e.g., focusing specifically on transition, self-determination, etc.); student-to-student support activities (e.g., job club); parent-to-parent support activities (e.g., parent mentoring on transition issues, accessing community service agencies); or summer institutes for students and parents on specific topics (e.g., preparation for attending a postsecondary education institution). Community agency personnel will be more directly involved in these targeted interventions, including through active participation in students' IEP meetings. Third, project staff will develop specific interventions for individuals whose transition support needs exceed the type and level of support available through targeted group strategies. Interventions for these students and their families could involve one-to-one instruction and support around education and transition, direct intervention from multiple community agencies, and specific "wraparound" planning meetings to coordinate services.

Products: The project will develop "User Guides" that present project components, strategies, and outcomes in a manner that can be used by secondary school staff, district administration and community agency personnel. Additional materials will be developed that will provide information about resources or strategies to be used by parents, students, and secondary staff and agency personnel working directly on transition issues with students and parents. These materials will take different formats depending on the topic, the level of information provided (awareness, implementation, etc), and expected user.

Grant Number: H324T010052

School Wide Behavior and Parent Support Initiative

Project Director: McCurdy, Barry; Sawka, Kristin
Devereux Foundation
Institute of Clinical Training and Research
444 Devereux Dr.
Villanova, PA 19085
Voice: 610-542-3123; *Fax:* 610-542-3132
E-mail: tr1009@devereux.org

Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project deals with Focus Area 1: Support Whole-School Reforms of Services for Children with Disabilities. This project will develop and test a school-wide behavior-interventions-and-support model using a systematic, empirically based approach to promote prosocial behavior in students while reducing the incidence of disruptive behavior. It will enhance the school-wide behavior support model through the addition of a parent training program.

Method: The project will extend and enhance previous findings by continuing to build schools' capacity to positively affect all students, including students with disabilities, while providing greater outreach to parents. Capacity building efforts will involve the creation of systemic supports for students as well as teacher training focused on creating more inclusive classroom environments. Outreach to parents will incorporate a model of parent training associated with positive outcomes for children with or at risk for the development of antisocial behavior. Quantitative and qualitative methods of evaluation will be employed to examine the impact of the project on school climate, student behavior, teacher skills and knowledge in dealing with student behavior, and parent support.

Products: The project will develop and disseminate a guidebook describing the components of the school-wide behavior support model that will be distributed to staff throughout the project. The parent training curriculum developed by this project will be delivered to each school participating in the program and two members of each target school will be trained as trainers of the curriculum. The results of the project will be disseminated at the state and national levels through conferences.

Grant Number: H324T010055

Project EXCEL: EXcellence through Computer Enhanced Learning

Project Director: George, Lynn; Anderson-Inman, Lynne
Multnomah County School District No. 1
Office of Grants Management
PO Box 3107
Portland, OR 97208-1070
Voice: 503-916-6580; *Fax:* 503-916-2736
E-mail: lgeorge@pps.k12.or.us

Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project deals with Focus Area 1: Support Whole-School Reforms of Services for Children with Disabilities. Project EXCEL is a four-year model demonstration project designed to develop, implement, and evaluate a technology-based model for enhancing the success of an ethnically and academically diverse student body in two low-income, urban secondary schools. The project will promote whole-school, systemic adoption of a three-pronged approach to computer-supported studying and learning, each prong designed to increase student access to, and success with, the schools' general education curricula.

Method: The three-strand approach that the project will adopt is as follows: The first strand, computer-based study strategies, will enhance academic performance by teaching specific, student-centered strategies for using computers as tools for information organization, manipulation, and representation. The second strand, networked notetaking, will help bridge the communications gap for students with auditory problems, perceptual problems, or language barriers by providing digital notes of classroom lectures and dialogue projected on screen in real-time. The third strand, electronic reading environments, will promote student comprehension of assigned reading materials through the use of supported text and instruction in electronic literacy skills.

Products: The project will gather, evaluate, and disseminate information, locally, statewide and across the nation, about the model, as well as about the effects of computer-enhanced studying and learning on curriculum access, academic performance, and school satisfaction. The project will also yield online and print materials designed to facilitate nationwide adoption and replication of the project model.

Grant Number: H324T010057

Culturally Responsive Instruction for African-American Males: Reducing Disciplinary and SED Referrals

Project Director: Cartledge, Gwendolyn
Ohio State University
Research Foundation
Office of Grants and Contracts, 1960 Kenny Road
Columbus, OH 432101063
Voice: 614-292-7629
E-mail: cartledge.1@osu.edu
Website: http://www.coe.ohio-state.edu/gcartledge/urbaninitiative/Default.htm

Beginning Date: 12/31/01
Ending Date: 12/30/05

OSEP Contact: Tom Hanley
Voice: 202-205-8110
E-mail: tom.hanley@ed.gov

Purpose: This project, a collaboration between Ohio State University and the Columbus Public Schools, will develop a culturally responsive instructional model focused on improving school success of African American males. The project intends to reduce disciplinary/serious emotional disturbances (SED) referrals while increasing the adaptive and academic behaviors of these students.

Method: The project model involves staff development in empirically validated strategies relative to positive behavior interventions, culturally responsive teaching, and effective instruction. Staff development will consist of participation in seminars and reinforcement, through consultation with experts, of methods learned in the seminars. The model will also include a parent component that provides for ongoing written communication, collaboration on individualized behavior/academic plans, seminar participation, and advisory status. Two other advisory committees will be developed: a professional committee, consisting of school and project staff, local and state-level administrators, and other education professionals; and a committee of students from the school in which the model will be developed.

Products: Over the course of each year of the project, at least 15 school staff will be trained in the components of the model to impact positively the social and academic behavior of 220 low-socioeconomic/minority children, with a particular emphasis on African American males at risk for disciplinary/SED referrals. An applied handbook, an interactive Web site, and instructional videos will provide additional means for school staff to acquire and refine the requisite culturally relevant behavior management and teaching skills.

Grant Number: H324T020001

Arizona Detention Transition Project

Project Director: Rutherford, Robert
Arizona State University
College of Education
Tempe, AZ 85287-1911
Voice: 480-965-1450; *Fax:* 480-965-0223
E-mail: rutherford@asu.edu

Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: The Arizona Detention Transition Project will develop a sustainable model transition program that will assure the seamless transfer of youth with disabilities and their education records across public schools, detention centers, community and employment agencies, and juvenile and adult corrections.

Method: Arizona State University, in collaboration with the Arizona Supreme Court and the Maricopa County Durango and East Valley Detention Centers, will develop a "preventative model of transition" focused on providing links to services for youth with disabilities on probation. The goals are to reduce the number of students who recidivate and are sentenced to state juvenile and adult corrections and to increase the number of students who are successfully and continuously engaged in school, work, or both school and work. The university has developed a strong partnership with the Arizona Supreme Court, Administrative Office of the Courts, Juvenile Justice Services Division, and the Maricopa County Regional School District's Detention Schools to address these barriers and challenges early in the juvenile justice process, and establish mechanisms for successful transition of youth with disabilities.

Products: By establishing special education transition coordinators in the two largest detention centers in Arizona, this project will result in: 1) development of Individualized Transition Plans; 2) development and implementation of a student education passport, which contains the student's current or amended Individualized Education Program, educational assessment data, and student products; 3) a seamless transfer of educational records and services from the public schools to the detention centers to subsequent placements in the community or to juvenile and adult corrections; 4) increased interagency linkages and communication by coordinating with parents and family members, public and alternative schools, the detention centers, community and employment agencies, and, if necessary, the Arizona Department of Juvenile Corrections education transition coordinators to ensure a seamless continuum of services; and 5) a youth tracking system to monitor the educational progress of all youth with disabilities upon release from detention centers for the length of time they are on probation.

Grant Number: H324T020004

Local Transition Partnerships for Systems Change

Project Director: Umbach, Bobbie; Stephenson, Ottis
Auburn City Board of Education
855 East Stamford Ave.
Auburn, AL 36831-3270
Voice: 334-887-2100; *Fax:* 334-887-2107
E-mail: bumbach@auburnschools.org

Beginning Date: 11/01/02
Ending Date: 10/31/06

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: This project will develop a partnership model for transition systems change at the local level. The goals of the project are model development, capacity building, replication, and evaluation.

Method: The project objectives are to: 1) establish a local partnership board; 2) train transition "leaders" to serve at the local level; 3) replicate the local partnership model; and 4) evaluate the outcomes of postsecondary students who participated in the project. The project design includes a student-centered partnership model, which encompasses agency support, a high school preparation program, and community involvement. Strategies and best practices to be used for accomplishing the project goals have been substantiated. The identified strategies for local system change are: 1) training across agencies; 2) engaging all transition stakeholders in the project; and 3) planning and using evaluation information. The partnership model also incorporates four generic sets of best practices: 1) student self-directed practices; 2) vocational preparation practices; 3) agency collaboration practices; and 4) outcome-focused practices. The project's primary setting is two school systems in adjacent, rural communities—Auburn and Opelika, Alabama. Once the model has been developed and piloted in this setting, three additional sites in Alabama will be competitively selected for implementing and evaluating the Local Transition Partnership model.

Products: The project will directly impact 1,800 high school students ages 14 to 21. Four communities with populations of approximately 100,000 also will indirectly benefit. Outreach activities will be accomplished through the project's World Wide Web site which will contain replication information for other communities in Alabama and other states.

Grant Number: H324T020013

Project Support — Supporting Academic Success of Youth on Probation

Project Director: Pendergrass, John
Oregon Department of Education
255 Capitol St., NE, 2nd Floor
Salem, OR 97310-1206
Voice: 503-378-3600; *Fax:* 503-378-5166
E-mail: john.pendergrass@state.or.us

Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: Project SUPPORT — Service Utilization to Promote Positive Outcomes in Rehabilitation and Transition for Adjudicated Youth with Disabilities— is based on three years of work by the Oregon Department of Education (ODE), Oregon Youth Authority (OYA), and the University of Oregon (UO) to develop and implement community-based transition services specifically for incarcerated youth with disabilities who leave the juvenile correctional system on parole. This project will extend this service delivery model to other parts of Oregon with an ethnically diverse population.

Method: Youth who become engaged in work and/or school immediately after leaving the correctional system tend to remain in the community and out of the correctional system more than youth who are not similarly engaged after leaving Oregon Youth Authority, Oregon's juvenile correctional system. The effect of these positive activities appears especially pronounced for youth with disabilities. These results point to the critical juncture after youth leave OYA, and the potential benefit of providing transitional services at that point in time. Staff from ODE, OYA, and UO have developed Project SUPPORT, which is designed specifically to provide effective transitional services specifically to youth with disabilities leaving OYA on parole. This service model includes job placement, self determination, family involvement, and wraparound services as key components. The "lynch pin" in the project's service delivery model is the transitional specialist (TS), who is employed by a community-based educational district and who assists participants to enter school and/or secure employment and secure social services upon returning to the community. The project has developed a unique and creative funding mechanism to fund the Transitional Specialist (TS) positions with state monies after a period of time. This funding mechanism will ensure that the services established in this project will continue after federal funding ceases. At an administrative level, the project will address issues such as sharing information among agencies, screening potential participants, and developing connections between parole services and educational programs.

Products: The project will extend transition services to youth in parts of the state in which more services or services for diverse populations are needed. During the course of the project, four more TSs will be employed, and the project will serve 180-240 youth through project funds and more than 1,000 through the existing and continuing structure. The project findings will be disseminated: 1) through staff training efforts; 2) on agency and university World Wide Web sites; 3) through meetings and presentations to family, advocate, and professional groups; and 4) through professional publications.

Grant Number: H324T020020

Worcester Youth College Career Connection

Project Director: Rhicard, Ellen
Worcester Public Schools
20 Irving St.
Worcester, MA 01609-2493
Voice: 508-799-3052; *Fax:* 508-799-3045
E-mail: rhicarde@worc.k12.ma.us

Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: William Halloran
Voice: 202-205-8112
E-mail: William.halloran@ed.gov

Purpose: Worcester Public Schools (WPS) will adopt an individual support model, the College Career Connection (CCC), for 18+-year-old students with significant disabilities. Its partner, the Institute for Community Inclusion (ICI), developed the CCC to assist students with disabilities to access inclusive postsecondary education and employment options.

Method: WPS, with support from ICI, will link existing service systems and community resources through a Student Support Team (SST) and demonstrate new, proactive, cross-agency partnerships that support students with significant disabilities to gain access to inclusive postsecondary education and employment options. The SST will conduct resource mapping and alignment and will redirect duplicative resources to needed services, along with developing and piloting interagency cost-sharing strategies. In an effort to better prepare all students for college, Quinsigamond Community College (QCC) will implement a two-part inclusive College Career Planning & Self-Determination course, to be coordinated by QCC and taught by SST members. QCC Career Placement services will also partner with Workforce Central—a one-stop career center to enhance employment services to support students with disabilities.

Products: The Worcester Youth College Career Connection (WYCCC) will accomplish the following: 1) operationalize an interagency SST with representation of key stakeholders from WPS, QCC, Workforce Central, adult service agencies, direct service providers, students, family members, and community-based minority organizations; 2) enhance existing WPS and QCC infrastructure to support a minimum of 60 students with significant disabilities (N=15 per year), ages 18+, to participate in inclusive postsecondary education and employment; 3) develop blueprint and training materials detailing strategies that support students with disabilities to gain access to inclusive postsecondary education and employment; and 4) evaluate effectiveness of WYCCC based on student and systemic outcomes.

Grant Number: H324T020023

All Kids Together: A Demonstration Model Supporting Inclusion of Children, Families, and Out-Of-Home Child Care Providers in Urban Neighborhoods

Project Director: Campbell, Philippa H.; Milbourne, Suzanne
Thomas Jefferson University
College of Health Professions
130 S. 9th St., Suite 220
Philadelphia, PA 19107
Voice: 215-503-1602; *Fax:* 215-503-1640
E-mail: philippa.campbell@mail.tju.edu

Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: This project will demonstrate a model of inclusion for children with disabilities who attend child care in targeted urban, inner-city neighborhoods. The project will focus on children living in adverse home or community conditions and children in families dealing with poverty, substance abuse, or violence.

Method: The project is designed with five functions: 1) strengthen the infrastructure of inner-city child care programs by demonstrating a model of inclusion for children with significant disabilities, aged two to five years, who live in inner-city neighborhoods and attend child care in home-based or center-based programs; 2) determine the effects of the model through a multiple measure plan that will yield both quantitative and qualitative data; 3) replicate the model in a second neighborhood; 4) integrate intensive training for both preservice and existing early intervention personnel; and 5) produce materials for dissemination so that others may replicate the model. The model of inclusion includes four central components: 1) formation of a university-community cluster collaboration with multiple child care and early intervention agencies and with local universities that are involved in preparing future preschool special education (PSE) staff; 2) selection of a child care setting by the family based on their priorities and resources; 3) provision of services for children, families, and child care/early intervention providers using an interdisciplinary, integrated, consultative, and program-based approach; and 4) evaluation and field-testing of the model. The plan for evaluation includes quantitative and qualitative measures and will be used both for ongoing model development and for determining program quality from the perspective of a variety of groups including the children with disabilities. Developmental and outcome data will also be collected to examine a range of programmatic or ecological factors such as child characteristics, educational or instructional model, and program type.

Products: The model will be developed and tested in one neighborhood with a minimum of 35 children with significant disabilities and approximately 350 children who are typically developing in 10 community child care programs. The model will be replicated in a second neighborhood cluster with a minimum of 10 new community child care programs. The child care providers will receive technical assistance/training focused on improving quality child care practices as well as a small stipend to assist them in optimizing children's learning opportunities. Early intervention services will be provided in collaboration with the local early intervention Part C or Part B agency and through an intensive internship for university students of multiple disciplines from three different universities. Project staff will provide services to the target children with disabilities using a model of integrated services, technical assistance to the child care program in terms of improving quality practices, and training and mentoring of university internship students.

Grant Number: H324T020028

School and Community Re-Entry for Youthful Offenders

Project Director: Hagner, David
University of New Hampshire
7 Leavitt Lane, 101
Durham, NC 03824
Voice: 603-862-2554; *Fax:* 603-862-0556
E-mail: david.hagner@unh.edu

Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: The project will develop, implement, and evaluate comprehensive reentry services and supports for youth with disabilities who have been removed from their schools and communities due to a finding of delinquency.

Method: Over a four-year period, 60 youth from the city of Nashua, New Hampshire, will receive integrated, multiagency services based upon the following components: 1) flexible educational planning that includes a multi-year plan towards graduation, school-to-career transition planning and services, transfer of credit from detention facility programs, support for return to school, and alternative strategies for earning credits through structured community-based and work-based learning; 2) comprehensive community supports coordinated through an Education and Career Specialist, involving attention to housing, social relationships, transportation, benefits planning, referral to disability and rehabilitation services, and support to maximize family involvement for school and community success; 3) a carefully matched and supported mentor relationship with a successful adult role model, to assist with each participant's social, emotional, and career development; and 4) legal representation coordinated with school and community reentry plans and with educational advocacy. Participant plans for school completion, transition, and adult life will be driven by a Self-Directed Future Plan completed within the first two months of participation. Services will be coordinated at the individual level by a Family-Centered Wrap-Around Team with interagency representation facilitated by an Education and Transition Specialist. An interagency Steering Committee with representatives of key agencies serving youthful offenders and individuals with disabilities in the Nashua area will provide coordination at the organizational and systems level. This project is a collaborative effort of the Institute on Disability and Justice Works at the University of New Hampshire, the Alliance for Community Supports, and the Office of Public Defender.

Products: The outcomes will include: 1) increasing the percentage of youthful offenders with disabilities who progress satisfactorily to high school graduation; 2) engaging participants in a self-directed process linking educational and community services to personal career plans; 3) decreasing the rate of recidivism of youthful offenders; 4) decreasing public expenditures on behalf of youthful offenders; and 5) increasing the capacity of schools and community organizations to provide meaningful education and services to youthful offenders with disabilities. Formative and summative evaluation will assess program effectiveness, and project strategies and findings will be widely disseminated to promote replication.

84.324U
CENTER ON LEARNING DISABILITIES

Grant Number: H324U010004

Center for Research on Learning Disabilities

Project Director: Fuchs, Doug; Reschly, Dan
Vanderbilt University
Peabody College, Box 328
Nashville, TN 37203-5701
Voice: 615-322-8150; *Fax:* 615-343-1570
E-mail: doug.fuchs@vanderbilt.edu; dan.reschly@vanderbilt.edu

Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: The Center for Research on Learning Disabilities will develop valid learning disabilities assessment and identification methods by pursuing two programmatic lines of research: identification methods and individual differences, and state and local practices.

Method: The research on identification methods and individual differences has four objectives. The first is to explore nine distinct learning disabilities (LD) identification methods. The methods will be analyzed in terms of demographic differences and the influence of various classroom-related factors on the methods and on outcomes. The second objective is to administer a battery of tests that addresses cognitive processes, academic achievement, and learner characteristics. The data derived from these tests will be used to predict the children identified by each of the LD identification methods. The third objective is to describe those students who achieve or fail to achieve important sub-goals in reading and math. The final objective is to attempt to determine benchmarks or thresholds for important sequential subgoals in reading and math. The second focus of the project, state and local practices research, will use survey methodology to generate current descriptive information on state policies, conceptual definitions, classification criteria, assessment practices, and prevalence. Analyses will be done to examine and explain differences in state LD populations and prevalence and how policies differ in high and low prevalence states.

Products: Potential users of project data and their information needs will be determined; action reports will be prepared and distributed to them. Professional organizations and advocacy groups will be recruited to help disseminate information as will OSEP technical assistance networks and regional resource and federal centers. Presentations will be made at conferences and meetings of all major LD organizations, and reports and papers will be published in journals and magazines. Video and other electronic-based presentations will be developed and distributed through national networks. Finally, a major LD summit will be convened in the last year of the project.

84.324V

RESEARCH AND TRAINING CENTER ON SCIENTIFICALLY BASED PRACTICES FOR SUCCESSFUL EARLY CHILDHOOD TRANSITIONS

Grant Number: H324V980001

Center to Accelerate Student Learning: CASL

Project Director: Fuchs, Lynn; Fuchs, Doug; Prentice, Karin
Vanderbilt University
Peabody College, Box 328
Nashville, TN 37203
Voice: 615-343-4782; *Fax:* 615-343-1570
E-mail: lynn.fuchs@vanderbilt.edu; doug.fuchs@vanderbilt.edu
Website: http://www.vanderbilt.edu/CASL

Beginning Date: 1/01/99
Ending Date: 12/31/03

OSEP Contact: Ingrid Oxaal
Voice: 202-205-2152
E-mail: ingrid.oxaal@ed.gov

Purpose: The Center on Accelerating Student Learning (CASL) will accelerate learning in the early grades for students with disabilities and provide a solid foundation for sustained learning through the intermediate grades and beyond. To accomplish this goal, CASL has four objectives: 1) to co-construct, with teachers, effective multi-component instructional interventions in reading, writing, and math, which focus on low- and higher-order skills as well as fluency, transfer, and maintenance; 2) to identify the critical classroom-setting features required for implementing innovative multi-component practices; 3) to develop a conceptual model that integrates a comprehensive instructional framework with classroom context necessary to support its implementation; and 4) to provide practitioners with logistical guidance, self-assessment tools, manuals, and videos for effecting that classroom context and implementing those comprehensive instructional practices.

Method: To accomplish this workscope, CASL brings together five investigators who will work within a common conceptual framework, rely on each other's instructional components to achieve greater comprehensiveness, and collaboratively build instructional methods to promote fluency, transfer, and maintenance. A strategic program of classroom research, with quantitative (descriptive and experimental) and qualitative studies has been designed. CASL will conduct this research across sites (New York City, suburban Maryland, urban Nashville, and rural Tennessee) representing diversity in terms of geography, student demographics, and school organizations. Project staff will collect, analyze, and communicate data on a range of variables, including student learning, contextual features, teachers, and parents. Students will be followed across years to assess the sustainability of effects. Collaboration will occur with content specialists, research institutes, communication specialists, and professional and advocacy organizations to ensure effective communication with diverse audiences. The project will also provide training and research opportunities for at least 11 graduate students, including those from traditionally underrepresented groups.

Products: CASL's work occurs in four strands, each of which span five years. In Strand I, numerous contextual and student variables in diverse classrooms will be studied to identify which contextual features support best practices and student learning. Annual replications will be conducted across sites. In Strand II, investigators will share effective instructional components to build more comprehensive methods and develop new approaches for promoting fluency, transfer, and maintenance. Each year, experimental studies exploring the effectiveness of added instructional features will be conducted. In Strand III, the project will produce a self-assessment for making classroom contexts more supportive; a self-assessment for specifying how to make instructional programs more comprehensive; a set of multi-component instructional methods in reading, writing, and math; a blueprint for helping teachers build more comprehensive methods on their own; manuals/videos with which practitioners learn to use the self-assessments, the instructional methods, and the blueprint; and research reports that are accessible to researchers, practitioners, and parents. In Strand IV, these products will be disseminated in ways that achieve broadest exposure and adoption.

Grant Number: H324V020003

National Early Childhood Transition Research and Training Center: Transition — Opening Doors to Success

Project Director: Rous, Beth; McCormick, Katherine; Hallam, Rena
University of Kentucky
Interdisciplinary Human Dev. Inst.
330 Mineral Industries Bldg.
Lexington, KY 40506-0051
Voice: 859-257-1714; *Fax:* 859-323-1901
E-mail: brous@uky.edu

Beginning Date: 1/01/03
Ending Date: 12/31/07

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: The National Early Childhood Transition Research and Training Center (NECTRTC) will enhance the current research base related to successful practices in early childhood transition for children (ages birth through five) with disabilities and their families and will disseminate quality practices to the field.

Method: The NECTRTC team encompasses the University of Kentucky Interdisciplinary Human Development Institute in collaboration with faculty at the University of North Carolina at Chapel Hill, University of Wisconsin at Milwaukee, Oregon State University, and Louisiana State University Health Sciences Center. The NECTRTC will focus on: 1) identification of current research, models, policies, and strategies; 2) examination of child, family, program, and community factors that influence a child's transition to school and school readiness; 3) examination of state factors that influence a child's transition to school; and 4) identification and comparison of research-based and field-based practices. The research phase of NECTRTC activities will be completed using a quasi-experimental, longitudinal design with child, family, program, community, and state data being collected in five states: Kentucky, Vermont, Wisconsin, Louisiana, and Oregon. Embedded throughout the research initiatives are specific activities geared toward addressing issues related to children from culturally diverse backgrounds and those with significant disabilities.

Products: The primary outcomes of the Center include: a comprehensive, searchable Web-based database on early childhood transition; an empirically validated model of early childhood transition that addresses child, family, program, community, and state influences on school readiness; a national portrait of state and local policies, processes, and approaches in early childhood transition; and curriculum strategies and tools for families, local programs, and states outlining empirically validated transition practices.

84.324W
IMPROVING POST SCHOOL OUTCOMES: IDENTIFYING AND PROMOTING WHAT WORKS

Grant Number: H324W010005

Synthesizing Secondary School Effects (Project S3E)

Project Director: Cobb, Richard B.; Albright, Len
Colorado State University
104 Education Bldg.
Fort Collins, CO 80523-1588
Voice: 970-491-6835; *Fax:* 970-491-1317
E-mail: cobb@cahs.colostate.edu

Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Selete Avoke
Voice: 202-205-8157
E-mail: Selete.Avoke@ed.gov

Purpose: The Synthesizing Secondary School Effects project (Project S3E) will summarize what was written in the final decade and a half of the 20th century about what works in secondary school programming for youth with disabilities.

Method: The project will spend the first 18 months searching for and acquiring the more than 500 OSEP-funded demonstration project reports, as well as an estimated 500 additional artifacts that were produced in the United States from 1985 to 2000 that conform to the project's fundamental review framework (academic, transition, resiliency) plus (youth with disabilities) plus (secondary level). Using a set of inclusionary criteria (i.e. germaneness of treatments, outcomes, study samples; non-overlap in documents; meeting methodological standards) the project will then select and abstract a final sample of written artifacts, both empirical (data-based) and non-empirical. These abstracts will then be reviewed and sorted by Study Teams during the final 18 months of the project into four interpretive syntheses—one on "empirical academic outcomes," one on "empirical transition outcomes," one on "empirical resiliency outcomes," and one reflecting "practitioner voices from the field."

Products: The project will produce three syntheses of empirical literature—"What Works: Secondary Academic Outcomes," "What Works: Secondary Transition Outcomes," and "What Works: Secondary Resiliency Outcomes" and will produce one synthesis of non-empirical literature—"What Works: Other Voices from the Field." It will disseminate all written products and sustain activities of the project using a variety of easily accessible and cost effective mechanisms. Concurrent throughout the 36-month project will be the development of a World Wide Web site whose purpose is to disseminate in downloadable format all interim and final written products, and to make available via the Internet an interactive search mechanism to locate abstracts of the demonstration project reports using a simple set of key locator terms. The project dissemination strategy will also involve the use of Reference Manager software, allowing simple, easy searching of the abstract database. The database will also be available on CD-ROM.

84.324X

CENTERS FOR IMPLEMENTING K-3 BEHAVIOR AND READING INTERVENTION

Grant Number: H324X010001

Behavior and Reading Improvement Center

Project Director: Algozzine, Robert F.; Cooke, Nancy
University of North Carolina - Charlotte
Educational Admin.
Research and Technology, 9201 University City Blvd.
Charlotte, NC 28223-0001
Voice: 704-687-2912; *Fax:* 704-687-3493
E-mail: rfalgozz@email.uncc.edu
Website: http://education.uncc.edu/bric

Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: This project will implement and assess school-based interventions enabling administrators and teachers to provide positively oriented school-wide instruction, curricula, and support services to children in grades K-3 who are identified as having marked difficulty learning to read and/or who exhibit serious behaviors that may lead to discipline problems presently or later in life.

Method: The conceptual model for improving behavior is grounded in a systematic approach that provides a school-wide behavior management program derived from accepted practices, with emphasis on positive behavior support that can be implemented inexpensively in most schools. The model is also grounded in principles of instructional design with an emphasis on phonological and phonemic awareness, combined with effective principles for teaching reading to all students, including students at risk for reading disabilities and reading failure. The participating schools have multiple classes at each grade level and students with diverse cognitive, linguistic, academic, behavioral, and cultural characteristics. The project will implement and evaluate a full continuum of interventions, including primary prevention/universal instruction to avert the onset of behavioral problems, secondary prevention strategies to address small groups of students who need additional support or assistance to successfully acquire new skills in reading and behavior, and additional prevention that involves more intense, specialized interventions for individual students with chronic behavioral problems or marked learning difficulties.

Products: This project will add to the knowledge, understanding, development, and advancement of effective practices to serve children in grades K-3 who are identified as having difficulty learning to read or who exhibit serious behaviors that lead to discipline problems as they get older. The project will implement systemic and cost-effective one-on-one improvements in the provision of reading interventions, including systems for professional development and technical assistance, improvements in the provision of behavior interventions, and improvements in reading and behavior results. Efforts to sustain practices developed by this program will be continued through collegial networks developed at each participating school, through informal discussions with change agents, and through the linkage of changes in teaching to student performance data.

Grant Number: H324X010010

Research and Demonstration Center for Behavior and Reading

Project Director: Nelson, Ron; Epstein, Michael H.
University of Nebraska
Ctr for At-Risk Children's Services
202 Barkley Center
Lincoln, NE 68588-0430
Voice: 402-472-0283; *Fax:* 402-472-7697
E-mail: rnelson8@unl.edu
Website: http://www.unl.edu/ccs/democenter.html

Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: This project will assess the overall and intervention-specific effects of a three-tiered prevention program that includes four evidence-based intervention programs for reading and behavioral problems.

Method: The four specific aims of this project are to assess the overall effects of the primary-level prevention-orientation school-wide discipline program on school climate, social adjustment, and academic performance. It will study the short- and long-term effects of the secondary- and tertiary-level behavior programs and the tertiary-level reading program on children's social adjustment and academic performance and on family functioning. Project staff will implement the four intervention programs in seven representative elementary schools.

Products: Project staff will disseminate information on the research and programs to improve the outcomes for children and youth with disabilities. The project dissemination activities will help increase the knowledge of educators, families, and other stakeholders nationally about strategies for developing, implementing, and sustaining an effective three-tiered prevention program that integrates a tertiary-level reading program.

Grant Number: H324X010011

Center for Early Intervention in Reading and Behavior to Improve the Performance of Young Children

Project Director: Kamps, Debra; Greenwood, Charles;
Abbott, Mary; Arreaga-Mayer, Carmen; Utley, Cheryl
University of Kansas - Lawrence
Juniper Gardens Children's Project
650 Minnesota Ave.
Kansas City, KS 66101
Voice: 913-321-3143; *Fax:* 913-371-8522
E-mail: kamps@kuhub.cc.ukans.edu; camayer@ku.edu; greenwood@ukans.edu; cautley@ukans.edu
Website: http://www.jgcp.ku.edu/Grants/Center%20for%20Early.htm

Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Grace Zamora Durán
Voice: 202-401-2997
E-mail: grace.duran@ed.gov

Purpose: The Center for Early Intervention in Reading and Behavior will introduce a model early intervention program that systematically implements research-based effective reading instruction for all students as a primary level prevention of reading failure. The program will also feature systematic screening and assessment to determine which students may be in need of more intensive instruction and behavioral support to learn and function in their educational settings.

Method: The project will target children at risk for and with emotional and behavioral disorders (EBD) and learning disabilities (LD) in K-3rd grade in eight urban and suburban culturally diverse schools. The Center will establish a multiple-gating, school-wide assessment protocol to identify young students with EBD or LD and implement reading instruction to improve the performance of children with marked difficulty learning to read. It will also implement behavior intervention, including school-wide discipline, to improve the social and behavioral performance of young children at risk of or with EBD. The model will also include professional development procedures for teaching school staff screening, assessment, team-based decision making, selection of effective targeted reading instruction, and effective individualized and school-wide behavioral intervention.

Products: The Center will demonstrate the important relationship between reading problems and behavior problems and how through implementation of its intervention strategies schools can improve reading skills and behavior. The project intends to demonstrate how a professional development program can foster successful school implementation of early screening and identification of children in need of intervention, how the availability of effective evidence-based practices address behavior and reading, and how ongoing evaluation with student outcome measures can form the basis for team-based decision making. The project will develop evidence-based practices for teaching reading and development of school-wide and individual behavioral supports with diverse populations and in multiple school sites.

Grant Number: H324X010013

Preventing Reading Difficulties: A Three-Tiered Intervention Model

Project Director: Vaughn, Sharon; Coleman, Margaret; Linan-Thompson, Sylvia
University of Texas - Austin
Texas Ctr for Reading and Lang Arts
D4900
Austin, TX 78713-7726
Voice: 512-471-5716; *Fax:* 512-471-4061
E-mail: srvaughnum@aol.com
Website: http://texasreading.org/tcrla/research/research.htm

Beginning Date: 1/01/02
Ending Date: 12/31/06

OSEP Contact: Ingrid Oxaal
Voice: 202-205-2152
E-mail: ingrid.oxaal@ed.gov

Purpose: This project will implement, evaluate, and disseminate findings from a model school-wide reading program designed to ensure that all students acquire adequate proficiency in reading in the earliest years of schooling. The program will be implemented through a systematic, school-wide, three-tiered intervention system for preventing reading disabilities.

Method: The three tiers of intervention are regular classroom instruction comprised of the critical elements of reading instruction, supplemental instruction in a one-teacher to four-student format, and supplemental instruction in a one-teacher to two-student format. All levels of intervention include screening and systematic progress monitoring. To ensure that the instruction provided to students incorporates the critical components of effective early reading instruction and that schools will have the capacity to sustain quality instruction after the project, all K-4 teachers at participating schools will be involved in intensive and ongoing professional development.

Products: Data from this project will be used to describe and evaluate the reading growth, self-perceptions, and characteristics of students over time, as well as to assess the effectiveness of each tier of intervention. The project is intended to significantly contribute to the knowledge base on preventing reading disabilities through effective early reading instruction and improving early and appropriate placements in special education. It will also demonstrate how professional development, parental involvement, and judicious deployment of school resources can result in a sustainable school-level reading program that promotes high levels of literacy for all students.

Grant Number: H324X010014

Center for Improving Reading Competence Using Intensive Treatments Schoolwide (Project CIRCUITS)

Project Director: Kame'enui, Edward J.; Simmons, Deborah C.
University of Oregon
IDEA, Education Annex
1211 University of Oregon
Eugene, OR 974031211
Voice: 541-364-1644; *Fax:* 541-346-3581
E-mail: ekamee@oregon.uoregon.edu; dsimmons@oregon.uoregon.edu
Website: http://idea.uoregon.edu/projects/circuits.html

Beginning Date: 1/01/02
Ending Date: 12/31/06

OSEP Contact: Ingrid Oxaal
Voice: 202-205-2152
E-mail: ingrid.oxaal@ed.gov

Purpose: Project CIRCUITS will implement, evaluate, replicate, and disseminate systemic prevention models that will accelerate and sustain the early reading achievement of students with reading disabilities or who are at-risk of disabilities in grades K-3. The Center will: 1) elucidate, through case studies, features of the home, instructional, developmental, and cultural contexts for students requiring tertiary prevention; 2) evaluate longitudinally the effects of individual students' responses to tertiary prevention by manipulating levels of intervention intensity and evaluating the sustainability of positive reading trajectories; 3) identify the combinations and intensity levels of tertiary instruction necessary to achieve satisfactory early reading trajectories; 4) examine the cost effectiveness of schoolwide prevention models, particularly tertiary prevention, on K-3 children's reading outcomes; and 5) disseminate methods, findings, and profiles to practitioners, research, and parent audiences.

Method: The project will be implemented in 12 schools in three areas across the nation involving over 300 children in tertiary prevention and almost 4,000 children in primary and secondary prevention in grades K-3. A longitudinal design and three-circuit model of tertiary prevention will be developed, implemented, and evaluated over the five-year period to study the initial and cumulative effects of intervention and the sustainability of effects. Professional development will be provided to all teachers, specialized personnel, and administrators in the first year of the project through Institutes on Beginning Reading. The focus during the first year will be on kindergarten and the design of tertiary prevention for children identified through early screening as at risk for reading difficulty. Each subsequent year, the next grade will be the focus of tertiary prevention and activities to evaluate the sustainability of the previous grade will be examined with a new cohort of children. The project will implement a dynamic formative assessment system of all children K-3 and of intervention "circuits" in schools. Reading achievement will be measured formatively and longitudinally using a range of validated measures.

Products: Outcomes will include a framework of generalizable model components and circuits that effect early reading achievement across sites and schools, tertiary intervention profiles that will accelerate and sustain adequate reading growth, learning profiles that typify differences among children, Web-based systems of intervention support, and efficacy analyses based on student achievement and cost-benefits.

Grant Number: H324X010015

Research and Demonstration Center on School-Wide Behavior Support

Project Director: Sugai, George; Horner, Robert H.
University of Oregon
Educational and Community Supports
1761 Alder St.
Eugene, OR 97403-1235
Voice: 541-346-1642; *Fax:* 541-346-5517
E-mail: sugai@oregon.uoregon.edu; robh@oregon.uoregon.edu

Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: The Research and Demonstration Center on School-Wide Behavior Support will demonstrate school-based models of effective programs and practices to serve children in grades K-3 who are identified as having marked difficulty learning to read or who exhibit serious behaviors that lead to discipline problems as they get older. Specifically, the Center will examine, with approximately 90 schools from representative school districts and states across the nation over a five-year period through experimental and programmatic research methods, the effectiveness, efficiency, durability, and relevance of school-wide behavior support in schools.

Method: Although researchers throughout the U.S. have established demonstrations of school-wide behavior support in over 600 schools over the past 10 years, critical research and demonstration questions still exist, such as: 1) whether a functional relationship exists between school-wide behavior support and a) change in the discipline systems within schools; b) reduction in problem behavior (e.g., rates of office discipline referrals, observed problem behavior, suspensions and expulsions, referrals to special education); c) academic achievement (e.g., rates of engagement, state-wide test scores, grades, reading rates), and d) and school climate (e.g., staff, student, and parent knowledge and perceptions; quality of school environment); 2) whether a positive correlation exists between the level of school-wide behavior support and its features, and the durability of school-wide practices and outcomes; and 3) the benefits compared with the costs of implementing school-wide behavior support. The Center will be led by researchers at the University of Oregon in collaboration with researchers and school-based implementers in Missouri, Florida, Hawaii, and Illinois.

Products: Dissemination of research and demonstration outcomes and replicable programmatic descriptions of effective practices and systems will be facilitated and made available through a national network of technical assistance centers and professional networks.

84.324Y

COORDINATION CENTER FOR IMPLEMENTING K-3 BEHAVIOR AND READING INTERVENTION MODELS

Grant Number: H324Y010001

Coordination, Consultation, and Evaluation Center for Implementing K-3 Behavior and Reading Intervention Models

Project Director: Kratochwill, Thomas
University of Wisconsin - Madison
Wisconsin Center for Education Research
750 University Ave.
Madison, WI 53706-1796
Voice: 608-262-5912; *Fax:* 608-263-6448
E-mail: tomkat@education.wisc.edu

Beginning Date: 1/01/02
Ending Date: 12/31/06

OSEP Contact: Ingrid Oxaal
Voice: 202-205-2152
E-mail: ingrid.oxaal@ed.gov

Purpose: This center for coordination, consultation, and evaluation will work with six research centers implementing behavior and reading intervention models for K-3 students. The center will provide technical assistance and consultation to the research centers and evaluate their intervention programs.

Method: Project resources will focus on professional development of teachers intervening with children with marked difficulties in reading and/or behavior, provision of evidence-based interventions for these students, support in all curricular areas for K-3 children, a framework for continuous assessment to determine and predict progress, exploration of the sustainability of various interventions, and study of the interventions' effects on the interdependence of students' reading and behavior difficulties.

Products: The multidimensional framework developed by the project will feature recent methods from evidence-based interventions research and will provide a multimethod, multisource approach to evaluation, with measures of student, classroom, and system outcomes, and an organizational development/management plan based on problem-solving consultation and technology-facilitated communication and data management. The framework and other results of the project will be disseminated using traditional and advanced electronic means.

84.324Z
CENTER FOR EVIDENCE-BASED PRACTICE: YOUNG CHILDREN WITH CHALLENGING BEHAVIOR

Grant Number: H324Z010001

Center for Evidence-Based Practice: Young Children with Challenging Behavior

Project Director: Dunlap, Glen; Fox, Lise
University of South Florida
Louis de la Parte Florida Mental Hlth Ctr
4202 E. Fowler Ave. - FAO 126
Tampa, FL 33620-3899
Voice: 813-974-6111; *Fax:* 813-974-6115
E-mail: dunlap@fmhi.usf.edu
Website: http://ericps.crc.uiuc.edu/challenging/ OR http://www.jgcp.ku.edu/Grants/FlyECCB.htm

Beginning Date: 1/01/02
Ending Date: 12/31/06

OSEP Contact: Gail Houle
Voice: 202-205-9045
E-mail: gail.houle@ed.gov

Purpose: This project will establish a Center for Evidence-Based Practice focused on the needs of young children with challenging behavior. The Center will be a national collaboration of researchers and organizations committed to the development, dissemination, and utilization of practical knowledge related to effective intervention and prevention of challenging behaviors in young children.

Method: The Center will raise the level of awareness and implementation of positive, evidence-based practices and build an enhanced and more accessible database supporting those practices. The project will engage in a comprehensive, multidisciplinary process for identifying evidence-based practices, prepare preservice and inservice personnel preparation materials and strategies, and develop a collaborative research agenda with input from consumers and families.

Products: The project will develop partnerships with national early childhood organizations and multidisciplinary and multicultural dissemination networks to ensure a widespread campaign of awareness and systems enhancement. Materials from the project will be used to improve personnel preparation in multiple disciplines at the preservice and inservice levels.

STUDIES
AND
EVALUATIONS

84.329A

AN EVALUATION OF THE STATE IMPROVEMENT GRANT PROGRAM

Grant Number: H329A000003

An Evaluation of the State Improvement Grant (SIG) Program

Project Director: Fiore, Thomas A.
Westat, Inc.
1550 Research Blvd.
Rockville, MD 20850
Voice: 919-474-0349
E-mail: tomfiore@westat.com

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Patricia Gonzalez
Voice: 202-260-4606
E-mail: patricia.gonzalez@ed.gov

Purpose: Westat and its subcontractors, The Study Group and the Urban Institute, will conduct a formative evaluation that is goal-directed and logic-based, and that will result in recommendations that are useful in upgrading the State Improvement Grant (SIG) Program's effectiveness. Four evaluation questions will guide this investigation: 1) What are the SIG program expectations?; 2) How is the SIG Program performing?; 3) How does SIG Program performance compare to expectations?; and 4) What actions should be taken to increase the likelihood of program success?.

Method: This project will use record extraction, interviews, general and customized surveys, and direct observation of key program activities to collect quantitative and qualitative data on two types of descriptive measures: 1) What is actually occurring in the program—its performance, and 2) what is intended or expected to occur. The project will conduct a study that comprehensively focuses on performance and expectations and will collect data each year at the Federal level and from all funded states. The project will also conduct in-depth examinations of three key issues affecting the SIG Program's attainment of its goals: 1) the adequacy and appropriateness of the state project evaluation models; 2) the extent that the SIG Program is leading to increased use of research and best practice; and 3) the extent that the SIG Program is leading to systemic improvement.

Products: The project will profile data on actual performance against descriptive data on program goals and expectations. When this profiling yields differences between performance and expectations, and these differences threaten the likelihood the SIG Program will attain its fundamental goals, the project will describe these differences together with recommendations to OSEP to take one or more actions. These recommendations may be designed to alter performance, revise expectations, or both.

84.329E

NATIONAL EARLY INTERVENTION LONGITUDINAL STUDY

Grant Number: H329E010001

National Early Intervention Longitudinal Study

Project Director: Hebbeler, Kathleen
SRI International
333 Ravenswood Ave.
Menlo Park, CA 94025
Voice: 530-758-7483; *Fax:* 530-753-0832
E-mail: kathleen.hebbeler@sri.com
Website: http://www.sri.com/neils/

Beginning Date: 1/01/01
Ending Date: 12/31/05

OSEP Contact: Scott Brown
Voice: 202-205-8117
E-mail: scott.brown@ed.gov

Purpose: This project is a continuation of the National Early Intervention Longitudinal Study (NEILS), which addresses the questions of: who are the children and families receiving early intervention services?; what services are they receiving, what are their costs, and how are they delivered?; what outcomes are the children and families experiencing?; and how do outcomes relate to variations in child and family characteristics and the services provided? Central to the study is the conceptualization of disability and child and family outcomes.

Method: Two major types of data will be collected during the five years of the project. A family member of the sample child will be interviewed in the fall of the year that the child is of age to be eligible to begin kindergarten. In the spring of the child's kindergarten year, the child's teacher will be asked to complete a survey. The project will analyze and report longitudinal data and develop a plan for a new study.

Products: Descriptive, comparative, correlational, and explanatory analyses will be undertaken to look at different patterns of child development at 36 months and at kindergarten to assess the effects of socioeconomic, demographic, and health-related factors on development, and to isolate and explain the effects of early intervention on children and their families. The information acquired in NEILS will be studied in conjunction with an advisory board and a family task force to produce a comprehensive plan for the next national early intervention longitudinal study.

CONTRACTS

Contract Number: ED99CO0091

Special Education Expenditure Project/Center for Special Education Finance

Project Director: Chambers, Jay G.; Parrish, Thomas B.
American Institutes for Research
1791 Arastradero Rd.
P.O. Box 1113
Palo Alto, CA 94302
Voice: 415-493-3550
E-mail: jchambers@air.org

OSEP Contact: Scott Brown
Voice: 202-205-8117
E-mail: scott.brown@ed.gov

Purpose: This project will design and conduct two interrelated research and development endeavors: the Special Education Expenditure Project (SEEP) and the Center for Special Education Finance (CSEF). The SEEP will determine the total and per-pupil amounts spent on special education services throughout the U.S. More significantly, SEEP will collect data in such a way as to increase understanding of the overall pattern of allocation of education dollars to students with disabilities. While SEEP is very much data driven, the role of the CSEF is to recognize the policy context for this research. The CSEF will establish an ongoing center for a variety of activities focused on increased understanding of the relationship among federal, state, and local policies regarding the funding of special education programs.

Method: SEEP will focus on how federal, state, and local funds are blended with support from other social service enterprises to provide for the needs of students with disabilities as mandated under the Individuals with Disabilities Education Act (IDEA) of 1997. This study will explore the fiscal impact of specific changes in the IDEA-Part B legislation, including such elements as the new fiscal provisions pertaining to disincentives for placement in the least restrictive environment requirements, the increased flexibility for the provision of instructional services to students with disabilities in general education classrooms, coordination of services with other health and social service agencies, increased requirements for mediation in dispute resolution, increased emphasis on blending of funds in school-wide programs, and the establishment of new higher standards for all students. The project will also address the patterns of variation across different types of students by disability and in different kinds of institutional settings (e.g., public school districts, cooperatives designed to serve students with disabilities, and private schools). Finally, the study will explore the fiscal relationship between special and regular education programs. The study sample will include approximately 250 school districts and cooperatives along with approximately 1,000 schools serving students with disabilities. Within these schools, the project will collect information on a sample of approximately 12,000 individual children to capture the relationships among student needs, services provided, and expenditures. To collect uniform resource allocation information in areas where districts do not generally maintain thorough and uniform records, the SEEP will rely on an "ingredients" (Resource Cost Model or RCM) approach to collection of resource information. CSEF will support the design and conduct of the SEEP, and it will provide an outlet for the synthesis and dissemination of the findings of SEEP. At the same time, CSEF will promote a connection with the world of special education policy in order to enhance the understanding of the linkage between alternative funding models and the patterns of resource allocation.

Products: The SEEP database will be designed with both a descriptive and analytical capability in mind, and CSEF will provide relationships to the policy world that will enhance provision of valuable insights to special education policy constituencies.

Contract Number: ED00CO0010

Study of Personnel Needs in Special Education (SPeNSE)

Project Director: Carlson, Elaine
Westat, Inc.
1650 Research Blvd.
Rockville, MD 20850
Voice: (301) 251-4277; *Fax:* (301) 294-4475
E-mail: carlsoe1@westat.com

Beginning Date: 2/04/00
Ending Date: 2/28/03

OSEP Contact: Gonzalez, Patricia
Voice: 202-260-4606
E-mail: patricia.gonzalez.@ed.gov

Purpose: The Study of Personnel Needs in Special Education (SPeNSE) will address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed. Part of a national assessment of the Individuals with Disabilities Education Act mandated by Congress, SPeNSE will examine: 1) the extent to which personnel are adequately prepared to serve students with disabilities, 2) variations in personnel preparation, and 3) factors that explain that variation.

Method: SPeNSE will provide information on the quality of the workforce nationally, within each geographic region, and within and across personnel categories. In addition, researchers will explore ways to explain the quality of the workforce based on state and local policies, preservice education, continuing professional development, and working conditions. Based on the results of the study, researchers will make recommendations for action at the national, state, and local levels and for institutions of higher education. SPeNSE will include personnel from a nationally representative sample of districts, intermediate education agencies, and state schools for students with vision and hearing impairments. Approximately 8,000 local administrators, preschool teachers, general and special education teachers, speech- language pathologists, and paraprofessionals will be asked to participate in a telephone interview. Information from the interviews will be analyzed, along with data on state policies and practices, to describe workforce quality and factors affecting it.

Products: Results from SPeNSE will be used for a variety of purposes: 1) they will be disseminated to state and local education agencies and regional organizations to help improve the quality of the workforce; 2) they will inform a national agenda on personnel preparation activities; and 3) they will be used for Congressional reports that address the implementation of IDEA. Descriptive data tables and reports from the study are currently available on the Website.

Contract Number: ED00CO0017

Special Education Elementary Longitudinal Study (SEELS)

Project Director: Wagner, Mary; Blackorby, Jose
SRI International
333 Ravenswood Ave.
Menlo Park, CA 94025-3493
Voice: 650-859-2867; *Fax:* 650-859-2861
E-mail: mary.wagner@sri.com; jose.blackorby@sri.com
Website: http://www.seels.net

Beginning Date: 1999
Ending Date: 2003

OSEP Contact: Lisa Holden-Pitt,
Voice: 202-260-8637
E-mail: lisa.holden-pitt@ed.gov

Purpose: As a part of the Office of Special Education Programs' long-range plan of longitudinal research, the Special Education Elementary Longitudinal Study (SEELS) will generate the most comprehensive and definitive information source on students in special education as they transition from elementary to middle and middle to high school, including data on student, household, and school characteristics; school practices and policies; special education program features; classroom instructional practices; and student outcomes over time.

Method: SEELS will involve a large, nationally representative sample of students in special education who are ages 6 through 12 at the start of the study. This sample of students will be nationally representative of each federal special education disability category and each single-year age cohort. The six-year, three-wave study will involve a massive data collection effort, which will include parent interviews, school-based surveys, student record reviews, and direct assessments and interviews with the sampled students.

Products: The study will produce research reports, study briefs, and an interactive World Wide Web site.

Contract Number: ED00CO0026

The Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA)

Project Director: Schiller, Ellen
Abt Associates, Inc.
4800 Montgomery Lane
Suite 600
Bethesda, MD 20814
Voice: 301-913-0500; *Fax:* 301-718-3108
E-mail: ellen_schiller@abtassoc.com
Website: http://www.abt.sliidea.org

Beginning Date: 4/07/00
Ending Date: 4/06/05

OSEP Contact: Kelly Henderson
Voice: 202-205-8598
E-mail: kelly.henderson@ed.gov

Purpose: This study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA) will examine how the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) are being implemented by states, school districts, and schools. The study will address issues of interest to Congress and the public, including: 1) improving performance for students with disabilities; 2) supporting students with disabilities in the least restrictive environment; 3) facilitating the use of positive behavioral supports; 4) increasing positive parent involvement; and 5) promoting successful transitions for young children to school and young adults to post-school life.

Method: The SLIIDEA study will collect data from all 50 states, as well as a nationally representative sample of districts and schools that serve children with disabilities, through a combination of surveys, interviews, classroom observations, and document review. The study will measure change over time by collecting data at several points over a five-year period, beginning in 2000. This longitudinal study will answer the following research questions: 1) how is IDEA being implemented?; 2) what is the status of each of the identified issues?; 3) what are the contextual factors influencing the implementation of the legislation?; 4) what is the relationship between implementation and the results?; 5) what are the intended and unintended outcomes of the legislation?; and 6) what are the critical and emerging issues in states, districts, and schools?.

Products: The results of the study will be important to several different audiences. For policymakers charting an improved course for children with disabilities, the study will report on the variations in implementation of the legislation at the state and local level. For local educators, the study will provide information they need to assure improvements in service coordination, accountability, procedural safeguards, behavioral interventions and supports, and access to a challenging curriculum. For families who want the best for their children, and for the children themselves, this study will ultimately lead to policy improvements in service delivery and outcomes. These include improved student performance, increased participation in the general curriculum, more effective transitions for young children to school and young adults from school to work, fewer incidences of dropouts, increased use of positive behavioral strategies, and reductions in disagreements between parents and the education system. Each fall, beginning in 2001, OSEP will report to Congress on the findings from this policy study. Issue briefs and summary reports, including the annual reports, will be broadly disseminated, and made available on the project's World Wide Web site.

Contract Number: ED01CO0003

National Longitudinal Transition Study - 2 (NLTS2)

Project Director: Cameto, Renee
SRI International
333 Ravenswood Ave., BS 133
Menlo Park, CA 94025-3493
Voice: 650-859-6451; *Fax:* 650-859-2861
E-mail: renee.cameto@sri.com
Website: http://www.nlts2.org

Beginning Date: 1/02/01
Ending Date: 1/02/10

OSEP Contact: Patricia Gonzalez
Voice: 202-260-4606
E-mail: patricia.gonzalez@ed.gov

Purpose: As a part of the Office of Special Education Programs' comprehensive program of longitudinal research related to the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA '97), the National Longitudinal Transition Study 2 (NLTS2) will follow a large, nationally representative sample of students in special education who are ages 13 through 17 and in at least 7th grade when the sample is selected (Fall 2000). These students will be followed for ten years until the oldest cohort is 26 years old. This longitudinal study will follow a cohort of students through high school and into early adulthood, documenting the progress of these students in academic, vocational, and life-skills curricula (as appropriate) and their post-school outcomes such as postsecondary participation, employment, independent living, and community participation. The general aim is two-fold: 1) to study longitudinally the educational, vocational, social, and personal achievements of students with disabilities during adolescence and early adulthood together with the familial, social, institutional, and cultural factors that account for the variability in those outcomes; and 2) to use this information to suggest improvements to education policy, implementation, and practice.

Method: NLTS2 will draw a random sample of students receiving special education from a nationally representative sample of local education agencies (LEAs) and a sample of state-supported special schools. The universe of eligible LEAs and special schools will be stratified by key factors to enhance representativeness; these factors are geographic region, district enrollment, and district/community wealth. The sample of approximately 13,000 students will be selected so as to generate 1,250 in each disability category, with the exception of the three least populous categories—1,012 students who are autistic, 559 with traumatic brain injuries, and 122 who are deaf-blind.

Products: Information generated from this study will represent special education students of this age nationally as a group, as well as in federal special education disability categories and in single-year age cohorts. A variety of reports in several different formats is anticipated. These reports will be available on the study World Wide Web site at www.nlts2.org.

Contract Number: ED01CO0026

Technical Support for the Department of Education's Initiative to Link Research and Practice to Improve Results for Individuals with Disabilities

Project Director: McInerny, Maury
American Institutes for Research
1000 Thomas Jefferson St.
Washington, DC 20007
Voice: 202-944-5374
E-mail: mmcinerny@air-dc.org

Beginning Date: 9/30/02
Ending Date: 9/29/03

OSEP Contact: Renee Bradley
Voice: 202-358-2849
E-mail: renee.bradley@ed.gov

Purpose: The American Institutes for Research will continue to provide technical support services to OSEP's Research to Practice (RTP) Division.

Method: This contract will support OSEP's expanded technical support needs by providing OSEP with ready access to a qualified team of organizations, senior staff, and university-based researchers who have extensive experience in general and special education and in working with OSEP. Activities include: 1) strategic program planning and management, 2) policy assessment, 3) discretionary program assessment, 4) communication of research, 5) management services for conferences and meetings, and 6) the establishment of a performance measurement system.

Products: By continuing to manage RTP's research portfolios and communicating the special education knowledge base in order to build upon past accomplishments, leverage limited resources, and contribute to effective and sustainable knowledge use, the American Institutes for Research will continue its work to assist RTP in improving results for infants, toddlers, children, and youth with disabilities across all environments.

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